

DOCUMENT RESUME

ED 220 509

TM 820 524

AUTHOR Diaz, Kathy
TITLE Special Education Program Evaluation: District Report, Fall 1981.
INSTITUTION Albuquerque Public Schools, N. Mex.
PUB DATE [81]
NOTE 74p.; Colored pages may not reproduce clearly.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; Achievement Gains; *Board of Education Policy; Elementary Secondary Education; *Program Effectiveness; *Program Evaluation; Program Improvement; *Special Education
IDENTIFIERS *Albuquerque Public Schools NM; New Mexico (Albuquerque); Wide Range Achievement Test

ABSTRACT

District wide efforts have been made toward developing a comprehension plan of program evaluation for all special education classes in Albuquerque, New Mexico. The proposed evaluation plan encompasses both instructional effectiveness and administrative issues. For the 1980-81 school year, instructional evaluation was directed toward academic achievement. The Wide Range Achievement Test was administered as a pre and post measure. The scores indicate that each Special Education subgroup demonstrated more than average gains in performance. To evaluate administrative issues, teachers were asked to respond to two questionnaires. The results indicated that special education teachers enjoy teaching and feel that, in most situations, the Albuquerque Public Schools administrative system is trying to support them in the activity. They did, however, identify some areas in need of improvement which should receive administrative attention. Regular education and special education personnel seem to be working well together in most cases. Where the relationship is not totally harmonious and productive, the critical variable appears to be individual personalities and biases, rather than district policy or procedures. (Author/PN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

SPECIAL EDUCATION PROGRAM EVALUATION

DISTRICT REPORT
FALL 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☒ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

K. H. Diaz

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



ALBUQUERQUE PUBLIC SCHOOLS

725 UNIVERSITY SE

ALBUQUERQUE, NEW MEXICO 87106

BOARD OF EDUCATION

JOHN A. CANTWELL
VICE-PRESIDENT

MEG O'KEEFE
PRESIDENT

LAURA E. THREET
SECRETARY

RALPH SIGALA
CHAIRMAN/FINANCE COMMITTEE

DR. SUSAN BROWN
MEMBER

FRANCISCO D. SANCHEZ, JR.
SUPERINTENDENT

Prepared by

Kathy Diaz

District Program Evaluator

Instructional Research, Testing, and Evaluation

*Acknowledgement to all APS
teachers and principals for
providing ideas, comments,
and data for this evaluation*

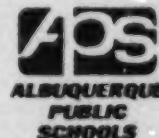
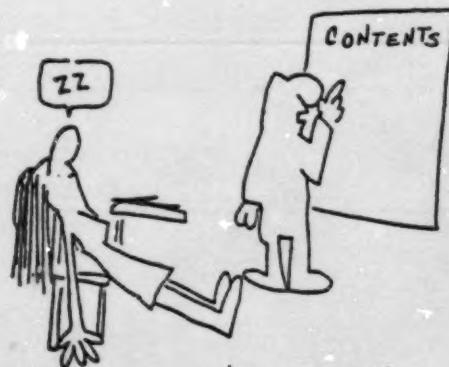


TABLE OF CONTENTS

	page
Proposed Evaluation Plan.....	1
Evaluation Design.....	2
Current Activities	5
Academic Achievement.....	5
Wide Range Achievement Test - Tables.....	8
Other Evaluative Factors	12
Administrative Issues.....	13
Special Education Teacher Questionnaire.....	13
Regular Education/Special Education Interface Questionnaire.....	14
Summary of Findings - Special Education Questionnaire.....	15
Summary of Findings - Regular Education/Special Education Interface Questionnaire.....	19
Proposed Activities 1981-82.....	23
Summary.....	24
Forms	26
Appendix A - Results of Special Education Teacher Questionnaire	37
Appendix B - Results of Regular Education/Special Education Interface Questionnaire.....	60



OVERVIEW

• Evaluation of Special Education Programs is, at best, a very complex task. The usual problems of assessing instructional outcomes is complicated by diversity of learner characteristics present in the special education population. While this problem exists in evaluating any educational program, the phenomenon of subject/treatment interaction is exaggerated in classes for handicapped. For this reason program evaluation techniques for special education cannot be uniform for all classes in the district. That is, evaluation techniques appropriate for one type of student or class may not be effective in another setting.

This year, efforts have been made toward developing a comprehensive plan of program evaluation for all special education classes. That plan must be implemented in phases due to cost factors, time limitations, and possible consequences of rapid extensive change in any established system. This report contains a summary of the proposed evaluation plan, results of evaluation techniques implemented this year, and a description of evaluation plans for subsequent years.

PROPOSED EVALUATION PLAN

The evaluation plan for Special Education encompasses two major areas of concern: 1) instructional effectiveness and 2) administrative issues. Within these two areas of concern, evaluation spans four levels of service delivery (A, B, C, D,), and many different types of exceptionalities. Thorough and appropriate evaluation involving such a wide spectrum of factors imposes a substantial degree of complexity upon the evaluation plan. For clarity, the proposed evaluation plan for each area of concern is discussed separately.

Instructional Effectiveness

The evaluation of instructional effectiveness is presented as a three-dimensional model where the three interacting dimensions are: (See Figure, P. 2).

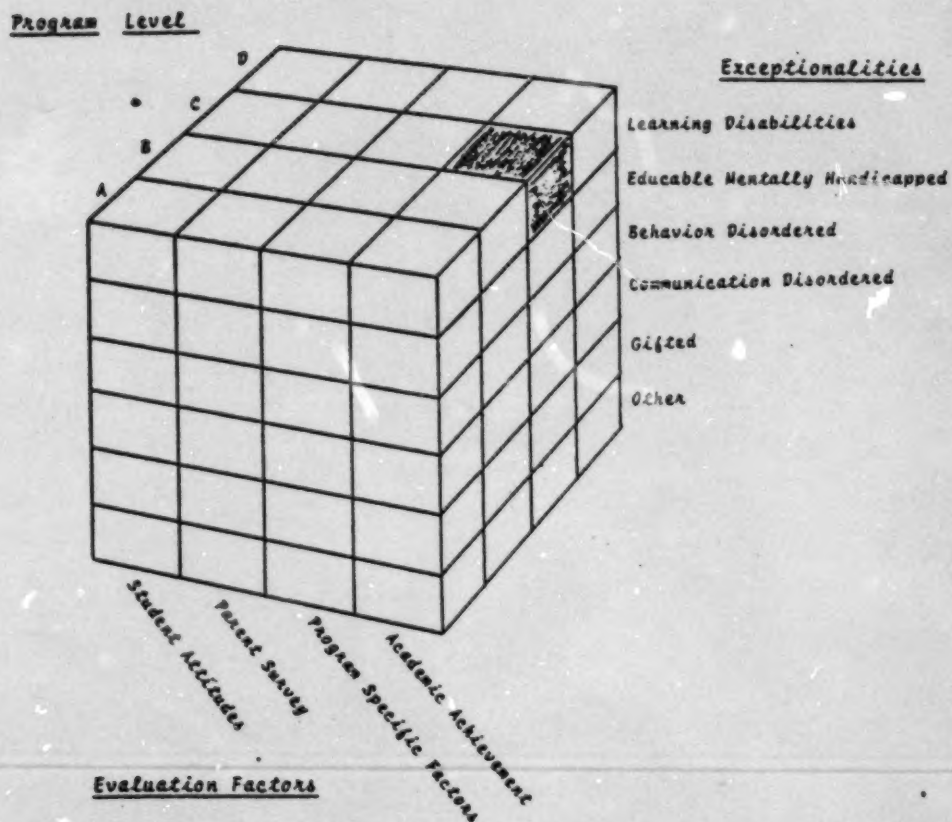
- I program level
- II exceptionality categories or learner characteristics
- III evaluation factors

Program evaluation for Special Education must utilize a multi-dimensional approach since the programs change in scope, technique, and content with exceptionality category and the level of service provided.

Program level. The use of program level as a dimension provides an indication of the severity of the handicapping condition presented by the student. The more severe problems

EVALUATION DESIGN

SPECIAL EDUCATION Instructional Effectiveness



Each cell formed by the cube represents an interface of the three dimensions and will correspond to an evaluation measure. (Example: The shaded cell represents the measurement of the academic achievement of C level, learning disabled students.)

require more intensive service. Similarly, the use of exceptionality category as a dimension provides an indication of learner characteristics which the student brings to the learning situation. These characteristics determine the technique used for intervention and can often predict the outcome for some interventions.

Exceptionality or learner characteristics. At best the evaluation design would also include individual learner characteristics as variables in analyzing and interpreting effects of intervention. The current data file system for APS Special Education and the lack of additional personnel in IRTE precludes the collection of data on learner characteristics with any specificity. For program evaluation purposes this year, then, learner characteristics are assumed to be relatively similar with each exceptionality category. It should be noted that this assumption is untenable in actuality since research indicates that for most exceptionalities there exists more variation within categorical groupings than between groups. Ultimately, evaluation procedures must include specific data on learner characteristics. It is imperative that APS work toward developing a data collection, storage, and retrieval system for Special Education that is efficient and useful for program evaluation. (Meetings have already begun on this topic between Special Education, Data Services, and IRTE Personnel.)

Evaluation factors. Evaluation factors constitute the

third dimension. Ideally, evaluation of program effectiveness for Special Education should be based upon each student's Individual Educational Plan (IEP) and its implementation. This procedure is followed to a certain degree each year by APS personnel during IEP conferences and reviews. Student performance, teacher observations, and parental feedback are primary sources of evaluative information during this process. However, summative information for the entire district can most readily be provided through large scale program evaluation. The effort must focus on general program goals and objectives as the basis for assessment of instructional effectiveness.

Specification and measurement of these general program goals and objectives will be conducted for each major program type operated by APS. That is, evaluation procedures will be specific to the type of student served (e.g. learning disabled) and to the level of service provided (e.g. resource or self-contained). The proposed evaluation design, then, includes achievement measures for all programs, assessment of additional factors which apply to specific program types, survey of parental attitudes toward the program, and, in some cases, measures of student attitudes.

Administrative Issues

Evaluation of administrative issues must be limited in scope due to the workload imposed by the evaluation of instructional effectiveness. Routine administrative concerns (i.e. allocations, class enrollment data, etc.) are handled by Dick Petre of the

Special Education Department. This is the most efficient and effective method for data management at present since administrative personnel need quick and easy access to this information.

Major administrative concerns which can best be answered through collection of new data or which are of a research nature will be handled individually by IRTE as time is available.

Current Activities

For the 1980-81 school year, instructional evaluation was directed toward academic achievement. The administration of the Wide Range Achievement Test (WRAT) as a pre and post measure is a well established procedure for most Special Education programs. The WRAT is a group administered, quick screening test of academic achievement in spelling, reading, and mathematics. Pre and post test scores were reported by teachers this year to IRTE (See form #1, P.27.) for all students in A, B, and C level programs and for some D level programs. Analysis of these scores included pre and post means for each subtest and comparison of those means using a t-test for repeated measures. Separate analyses are also provided for each program type and for major exceptionality categories. Individual analyses for each class or school was not done.

Academic Achievement

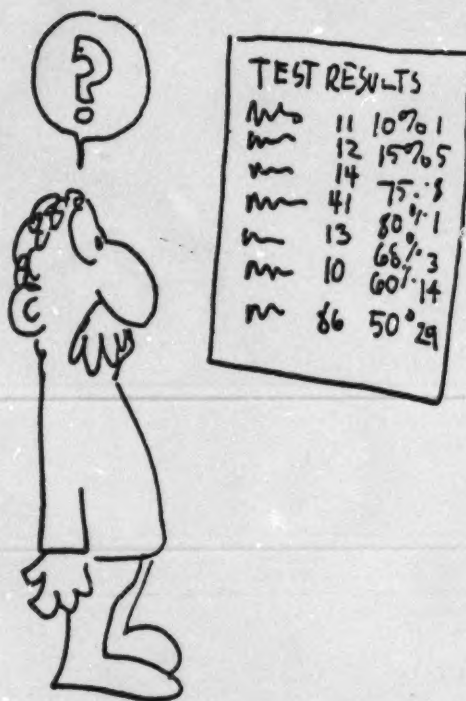
Results of pre and post achievement scores on the WRAT are presented in tables on pages 8 -11. Scores are reported

in standard score form where 100 is the national mean and 15 is the standard deviation. Therefore, scores between 85 and 115 represent average performance. Standard scores represent rank order along the normal curve; that is, they indicate the position an individual holds relative to the national norming sample. Adequate growth in achievement produces no change in standard score since adequate growth simply maintains the individual's relative standing within the national population. Gains in standard scores indicate more than adequate progress during a school year. One can see from the tables of results, each Special Education subgroup demonstrated more than average gains in academic performance. In most instances, the gains in standard scores are significant beyond the .01 level of confidence; that is, one could expect such gains to occur by chance alone in less than 1 out of 100 cases. Since most of the students tested began the school year with achievement levels below that expected for their age peers, significant gains are an important factor in preparing those students for reintegration to the mainstream. (A relatively small number of students $[n < 100]$ were deleted from the analysis because of missing subtest scores, incorrect recording format, or incomplete descriptive data.)

Another factor which has yet to be considered is the degree of regression or loss of skills over the summer months when intervention is not provided. This issue will be addressed during the next school year using this data as baseline infor-

mation.

The students enrolled in D level Side-by-Side classes who have been designated as having severe handicaps did not participate in testing with the WRAT. The Brigance is being used with these students as it provides more relevant information for program development. Dick Petre and Joe Sievert of the Special Education Department are collecting those results in conjunction with work toward developing computer generated Individual Educational Plans.



Wide Range Achievement Test
Summary of Results
(standard scores, grades K-12)

DISTRICT SUMMARY

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	94.7	97.5	2.8	p < .001	6834
Spelling	87.2	90.8	3.6	p < .001	6841
Arithmetic	86.8	92.0	5.2	p < .001	6803

%%%

ANALYSIS BY SEX

Female Students

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	98.4	100.9	2.5	p < .01	2237
Spelling	93.1	96.2	3.1	p < .001	2241
Arithmetic	90.2	95.1	4.9	p < .001	2224

Male Students

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	93.0	95.9	2.9	p < .001	4542
Spelling	84.4	88.1	3.7	p < .001	4539
Arithmetic	85.3	90.5	5.2	p < .001	4522

%%%

Summary of Results
(standard scores, grades K-12)

A-Level

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	110.2	112.6	2.4	p < .001	473
Spelling	101.2	103.2	2.0	p < .001	474
Arithmetic	97.6	101.6	4.0	p < .001	475

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	99.0	102.7	3.7	$p < .001$	3467
Spelling	91.7	95.4	3.7	$p < .001$	3466
Arithmetic	90.6	94.4	3.8	$p < .001$	3434

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	86.0	86.7	0.7	NS	2080
Spelling	77.7	80.9	3.2	p < .001	2081
Arithmetic	79.2	85.9	6.7	p < .001	2082

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	90.2	94.2	4.0	$p < .001$	763
Spelling	84.3	89.1	4.8	$p < .001$	763
Arithmetic	84.4	91.9	7.5	$p < .001$	759

Wide Range Achievement Test

Summary of Results (standard scores, grades K-12)

ANALYSIS BY EXCEPTIONALITY

Educable Mentally Handicapped (EMH)

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	69.1	71.2	2.1	p < .001	174
Spelling	67.4	72.4	5.0	p < .001	175
Arithmetic	67.2	69.4	2.2	p < .001	174

Behavior Disordered (BD)

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	89.1	93.5	4.4	p < .001	760
Spelling	81.7	85.2	3.5	p < .001	758
Arithmetic	81.5	85.4	3.9	p < .001	755

Learning Disabled (LD)

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	86.2	89.3	3.1	p < .001	3861
Spelling	78.1	82.1	4.0	p < .001	3864
Arithmetic	80.5	86.1	5.6	p < .001	3845

Gifted

<u>Subtest</u>	<u>Pre</u>	<u>Post</u>	<u>Gain</u>	<u>Signif</u>	<u>N</u>
Reading	125.1	127.3	2.2	p < .001	1299
Spelling	117.4	120.4	3.0	p < .001	1298
Arithmetic	107.7	113.9	6.2	p < .001	1289

%%%

Gains in Standard Scores: Comparisons

Wide Range Achievement Test
(amount of gain, grades K-12)

PROGRAM LEVEL

<u>Subtest</u>	<u>A-Level</u>	<u>B-Level</u>	<u>C-Level</u>	<u>D-Level</u>
Reading	2.4**	3.7**	0.7	4.0**
Spelling	2.0**	3.7**	3.2**	4.8**
Arithmetic	4.0**	3.8**	6.7**	7.5**

%%%

EXCEPTIONALITY

<u>Subtest</u>	<u>LD</u>	<u>EMH</u>	<u>BD</u>	<u>Gifted</u>
Reading	3.1**	2.1**	4.4**	2.2**
Spelling	4.0**	5.0**	4.4**	3.0**
Arithmetic	5.6**	2.2**	3.5**	6.2**

%%%

SEX

<u>Subtest</u>	<u>FEMALE</u>	<u>MALE</u>
Reading	2.5 *	2.9**
Spelling	3.1**	3.7**
Arithmetic	4.9**	5.2**

%%%

* p < . 01
** p < .001



The administration and subsequent analysis of the WRAT provides a fairly accurate indication of the academic progress of most Special Education students. However, certain subgroups of those enrolled in Special Education require alternate or additional measures because of unique learner characteristics. Efforts were begun this year toward reviewing current tests which may better meet the needs of Special Education for program evaluation. For example, a new test battery published by Scott-Foresman has been selected for use with the gifted programs on a pilot basis for the 1981-82 school year. This new battery, the Comprehensive Assessment Program, should provide more accurate evaluative information as well as more useful programming information for teachers. Other subgroups of Special Education students will be targeted during the 1981-82 school year.

Other Evaluation Factors

Academic achievement is only one of the evaluation factors in the three-dimensional proposed evaluation design. During the 1981-82 school year program specific factors, parental perception, and student self-concept will also be explored to a limited degree. For example, teachers of the behavior disordered have expressed their desire for some assessment of student progress in the behavioral domain since this is the major focus of the programs. Consequently, a checklist was developed by the teachers and this program evaluator

which targets student behaviors most necessary for entry into mainstream classrooms. This checklist will be used as a pre and post measure for behavior disordered students beginning in the fall of 1981. Other program specific factors (e.g. critical thinking skills for gifted students, memory or perceptual development for learning disabled students) will be jointly delineated by teachers, administrators, and the program evaluator. Parent perceptions and student self-concept are major targets for assessment during the 1982-83 school year.

Administrative Issues

The administrative issues of major concern this year centered around teacher perceptions and opinions of Special Education policies and procedures, both from within Special Education and from Regular Education. Instruments were developed which asked for responses to questions dealing with possible problem areas. These problem areas had been specified after many hours of informal conversations and more formal interviews with APS instructional personnel.

Special Education Teacher Questionnaire

The Special Education Teacher Questionnaire is a 20-item Leikurt-scale instrument which addresses areas of concern to Special Education teachers. Questionnaires were sent to every Special Education teacher in APS and 451 were returned completed. Questions were presented as positive statements and teachers

were asked to mark their responses on a 1-5 scale from "Strongly Agree" to "Strongly Disagree." (See Form #2, P. 30 .) In general, responses tended to be in the "Agree" and "Strongly Agree" categories. Charts are provided which depict the percentages of all response ratings for each question. (See Appendix A.) The responses are further broken down by school level and by area of assignment.

Regular Education / Special Education Interface Questionnaire

An open-ended, 5-item questionnaire was distributed to a 10% sample of regular education teachers in each school and to all principals in APS. The questionnaire was designed to assess the status of the working relationship between Special Education and Regular Education and to elicit suggestions for improvement of that relationship. A total of 308 questionnaires were returned. Some had been completed by committees of teachers rather than by single individuals indicating a high degree of interest in this topic (See Form #3, P. 33 .)

After scanning all returned questionnaires, responses were categorized for each question. Computer-generated frequencies were then produced for all responses. In general, most respondents expressed positive feelings toward the operation of Special Education programs in their schools, but would like to obtain more knowledge of Special Education procedures, methods, materials, and regulations. Results are summarized by Area of assignment and by school level in the tables in Appendix B.

Summary of Findings - Special Education Questionnaire

1. Most Special Education teachers (73.2%) felt that they were providing adequate programs for students in their classes but some expressed a need for more ancillary or support services.
2. A majority (68%) feel the need for more complete background and diagnostic data on students newly placed in their programs while 93.7% of the teachers think their presence on the initial EA&R committee would be helpful in this regard. (Some of these teachers already participate in the EA&R).
3. Access to diagnostic information which is maintained in confidential files at Area offices is seen as problematic by over 47% of Special Education teachers. This percentage varies from one Area to another, with North and South Areas showing the highest degree of dissatisfaction.
4. The brief diagnostic summaries which teachers receive provide less than adequate information for educational programming, according to 57.6% of the respondents, while 82.7% routinely administer diagnostic instruments to incoming students after placement.
5. A majority of teachers want more opportunities to talk or otherwise communicate with their students' previous teachers (58%) and with parents (51%). However, the comments made indicated that this should be handled by teachers themselves and that obstacles to communication

opportunities are not made administratively. Generally, the teachers felt that more communication is always better for the student, that communication between teachers and parents is good right now but could be improved, and that teachers must take the responsibility for establishing good communication lines.

6. A problem area for Special Education teachers is the timely receipt of information from previous placements on incoming students. Over 75% of the responding teachers indicated dissatisfaction in this regard.
7. Over 70% of the teachers feel that they receive adequate support from their principals and other school staff with an additional 18% feeling some degree of support.
8. Special Education program coordinators provide adequate support, according to 74% of the respondents. Others raised concerns about the overload for program coordinators.
9. A majority of teachers feel that Special Education administrative personnel provide adequate support. Some expressed confusion over who, in particular, was meant by "Special Education administrative personnel" in the questionnaire. Future evaluation instruments and communications will be more specific.
10. More than 66% confirmed that they play an active role in the transition of their students to other settings. An additional 26% performed this service in some cases depending upon the conditions in the new setting.

11. Teachers overwhelmingly feel parental support and appreciation (88.4%). Others expressed concern over the apparent lack of parents' understanding of their child's problem and the service provided. Many comments were also written which said: a) good communication is the key in developing parental support and that b) the teacher must take the initiative in building good communication and rapport.
12. Special Education teachers perceive that faculty and administrative attitudes toward their programs within the school are mixed with the majority being positive. Of those responding, 38.8% felt that attitudes were mixed within their school; 46.3% perceived more positive attitudes; 14.9% perceived more negative attitudes toward Special Education. From written comments, personal conversations, and data from other sources, individual personalities and biases appear to be the critical variable in determining attitudes.
13. Communications between the Area offices and individual programs should be improved, say 55.2% of the respondents, while the remainder felt that communications were adequate.
14. Over 56% of the teachers have satisfactory facilities and equipment to meet their students' needs. The remainder feel they need more space, physical amenities, or specialized equipment to perform adequately.

15. Access to teaching materials is adequate for more than 67% of the teachers. New teachers who have not yet acquired a substantial library of materials expressed a need for more access to a larger degree.
16. More than 77% of the teachers have generally positive feelings about teaching Special Education. The best things about teaching in Special Education, according to teachers, is knowing the students and being able to work with them on an individual basis. The biggest obstacle to providing adequate, appropriate service is the overabundance of paperwork. Teachers identified diagnosticians' pay level and workload as the major problem which APS must resolve.

In summary, Special Education teachers enjoy teaching and feel that, in most situations, the APS administrative system is trying to support them in that activity. They did, however, identify some areas in need of improvement which should receive administrative attention. In any system, difficulties and dissatisfactions arise from individuals' perceptions that a problem exists, whether real or not. Therefore, it is through attention to those perceptions that systems are improved.



Summary of Findings-Regular Education/Special Education Interface

1. Of 308 respondents, 49% believe that the relationship and communications between Regular Education and Special Education could be improved through the provision of inservice or other information exchange for Regular educators on Special Education policies, procedures, and techniques. An additional 6.5% want to visit, observe, or exchange classes for a day. Districtwide, only 7.8% were concerned about the differences in pupil/teacher ratio.
2. To improve the Special Education Diagnostic process in APS, 37% suggested hiring more diagnosticians and increasing the pay level to attract more professionals into this field. Over 40% of the respondents simply said, "Speed up the process," or gave no response, indicating they had no real solution to a complicated problem. Almost 8% felt that changes in State Regulations on testing requirements would help. Slightly over 7% of the Regular Education teachers felt that better use of the referring teacher's anecdotal records and improved communication with diagnosticians would help the efficiency of the diagnostic process.
3. When a Special Education student is integrated into Regular Education teachers overwhelmingly (75%) feel that educational planning should be a mutual effort between Special and Regular Education teachers; special needs, characteristics, and background information should be

- provided prior to placement. Special materials and/or methods to be used should be provided or explained and frequent checkpoints between the teachers involved must occur. Almost 7% of the respondents expressed satisfaction and pride with the way this process works in their school. Only 4.2% mentioned reducing pupil/teacher ratio.
4. Few suggestions were given for improvement of the Support Team; 45% said it was working well in their school. However, 41% gave answers which indicated that they did not know what the Support Team is. Almost 10% suggested that communications within the school about Support Team and the students discussed should be improved.
 5. In response to a very general, open-ended question, 20% of the Regular Education personnel volunteered that Special Education teachers are of great assistance to the total school program. Approximately 15% expressed a desire for more information, through school staff meetings or inservice, on methods and materials that are effective in Special Education. An additional 15% suggested that Special Education teachers act as consultants to the Regular program, and 11% asked for more cooperation and information exchanges on mainstreamed students.

Some responses for each question were tabulated in a category labeled "Other" because they were views held by one or two individuals. These comments are summarized in the following statements:

1. Regular Education and Special Education teachers should share similar training experiences for certification.
2. "Reverse mainstreaming" was suggested where regular students attend the Special Education classroom while those students are mainstreamed.
3. More specific comments were made concerning sharing information on students: Sharing IEP, joint participation of parent conferences, etc.
4. A few teachers suggested that the teacher, an aide, or an assigned "big brother" accompany the Special Education student to mainstream classrooms. An equal number of Regular Education teachers wanted no help or interference with these students unless they requested it.
5. Personnel needs were expressed in the following areas: C-level aides, Special Education counselors, Special Education PE teachers, substitutes for B-level teachers, Special Education industrial arts classes.
6. Several respondents strongly suggested that New Mexico participate in PL 94-142 to receive funds.
7. The screening and program structure for gifted students was listed as a problem area by six respondents.
8. Organizationally, three respondents suggested restructuring but gave no specific directions for accomplishing that task.
9. Communications between Area office and the schools need improvement.

10. Some Regular Education teachers feel they should participate in EA&R committees on students whom they refer.
11. More integration of classroom locations within a school would be helpful in promoting good working relationships.
12. Several Regular Education teachers pinpointed the need for more training within their ranks on better identification of students in need of Special Education. It was felt that too many borderline students are referred who should be handled within the mainstream, and that this overloads the diagnostic process.
13. Several commented on the need for a "basics" core curriculum in Special Education at the school level.

Regular Education and Special Education personnel seem to be working well together in most cases. Where the relationship is not totally harmonious and productive, the critical variable appears to be individual personalities and biases, rather than District policy or procedures.



Proposed Activities 1981-1982

1. Evaluation activities for 1981-82 will include assessment of academic achievement using the Wide Range Achievement Test again for most classes. The search for alternatives to the WRAT will continue, however.
2. A randomly selected sample of gifted programs (N=16) will participate in a trial use of the Scott Foresman Comprehensive Assessment Program as a pre and post measure of achievement, cognitive skills, and school attitudes.
3. Behavior disordered students will be assessed on school adaptive behaviors, both pre and post, using the BD Checklist developed by the teachers during 1980-81. (See Form #4, P. 34.)
4. A representative group of teachers working in programs for learning disabled students will be formed to begin working on developing evaluation procedures for those programs.
5. A parent survey will be developed to evaluate Special Education services from a parental perspective. Parent advisory groups and organizations will be used as resources.
6. In addition to overall program evaluation, certain special projects will be participating in evaluation procedures as they request these services. Special projects which are in progress are briefly explained.
 - a) Identification of minority gifted students - At the suggestion of a teacher of the gifted, Pat Carpenter at Navajo Elementary, analysis is being made of

Stanford Achievement Test scores (selected subtests) as indicators of giftedness in minority students.

- b) North Area Language Clinic - Data collection began during the 1980-81 school year and will continue. The Language Clinic serves a very specific subgroup of high school learning disabled students. The program is very successful for the intended population. Evaluation efforts are directed toward characterizing the students who are best served by participation in this program. (See Form #5, P. 35.)
- c) Corrective Reading - The Corrective Reading program has been used successfully in the past at Del Norte High School. This year several APS high schools have implemented this very structured reading program for Special Education students. During 1981-82, evaluation activities at Manzano, Valley, Rio Grande, and Del Norte will address the effectiveness of the Corrective Reading program and consider some factors which affect student success in the program.
- d) SEED Project-This early intervention integrated Special Education program was implemented by North Area for 1981-82. Evaluation plans are being developed.

Summary

Program evaluation must be a cooperative effort between program implementers and evaluator. In the evaluation of APS Special Education programs, this philosophy has become the

method of operation. Data collection and analysis procedures for all activities are being refined and, hopefully, improved during the 1981-82 school year. Suggestions and comments from teachers and administrators are incorporated into evaluation plans and instruments. Goals and objectives for evaluation activities are mutually derived. The overwhelmingly positive attitude toward expanding and improving program evaluation in Special Education has made this a productive endeavor.



FORMS

?

?

?



WRAT DATA COLLECTION FORM

DIRECTIONS

ATTENTION: Please take care to enter all numbers legibly. All test scores are to be reported in STANDARD SCORE form.

1. Enter student's last name and first initial in the left column for each student presently on your class list.
2. Columns 1 - 5 Enter your employee number on the first line only. (This number will be the same for all students on your class list, so it is not necessary to rewrite this number for every student.)
3. Columns 6 - 8 Enter your school location code on the first line only. (This number will be the same for all students on your class list, so it is not necessary to rewrite this number for every student.)
4. Columns 9 -14 Enter each student's APS ID number. (This number must be accurately recorded.)
5. Columns 15 - 20 Enter student's date of birth.
15-16 month (e.g. April = 04)
17-18 day (e.g. 5th = 05)
19-20 year (e.g. 1974=74)
6. Columns 21 -22 Enter level of service provided (program level) using the following codes:
A = 01 C = 03
E = 02 D = 04
7. Columns 23 - 24 Enter student's exceptionality type using the following code: (Same as EA&R form)

01 = EMH	09 = Hearing Imp.
02 = TMH	10 = Blind
03 = Phys. Imp.	11 = Visually Imp.
04 = BD	12 = Multiply Disabled
05 = Commun. Dis.	13 = Deaf/Blind
06 = LD	14 = Chronically Ill/ Health Imp.
07 = Gifted	15 = Severe/Profound
08 = Deaf	
8. Column 25 Enter student's sex using the following code:
1 = female
2 = male
9. Columns 26 - 27 Enter the grade level appropriate for this student's chronological age.
10. Column 28 Enter the level of WRAT administered (1 or 2)

11. Columns 29 - 34 Enter the date on which the pre-test was administered.
29 - 30 month
31 - 32 day
33 - 34 year
12. Columns 35 - 37 Enter the student's pre-test STANDARD SCORES for the Reading subtest. (Convert grade equivalents to standard scores using the age appropriate table in the Revised WRAT manual.)

PLEASE NOTE: Errors are often made during this conversion process, but it is necessary to use only standard scores in our analysis. At younger ages, different tables will be used for conversion of pre and post tests since each table only spans 6 months. When entering a standard score of less than 3 digits, 0's must be entered as place holders in the hundreds and/or tens position. Thank you for your assistance.
13. Columns 38 - 40 Enter student's pre-test standard score for the Spelling subtest. (See directions on #12.)
14. Columns 41 - 43 Enter student's pre-test standard score for the Arithmetic subtest. (See directions on #12.)
15. Columns 44 - 49 Enter the date on which the post-test was administered.
44 - 45 month
46 - 47 day
48 - 49 year
16. Columns 50 - 52 Enter student's post-test standard score for the Reading subtest. (See directions on #12.)
17. Columns 53 - 55 Enter student's post-test standard score for the Spelling subtest. (See directions on #12.)
18. Columns 56 - 58 Enter student's post-test standard score for the Arithmetic subtest. (See directions on #12.)

Please recheck your completed WRAT DATA COLLECTION FORM for accuracy and legibility. Return completed form no later than May 25, 1981 to:

Kathy Diaz

Monroe Complex - IRTE

APS

[illegible]

FORM # 1

35

SPECIAL EDUCATION TEACHER QUESTIONNAIRE

Instructional Research, Testing, and Evaluation

Please respond honestly to the following questions. Individual answers will be confidential. Summaries of the results will be presented as part of the evaluation report for Special Education prepared by IRTE. Please return this questionnaire after completion to:

Kathy Diaz
IRTE - Monroe Complex
APS

.....

Total years in classroom teaching _____

Years teaching Special Education _____

Years teaching for APS _____

Level of present assignment: Elementary Middle School High School

Type of present assignment: A B C D

Type(s) of exceptionality being served _____

Number of students being served (give usual number or average) _____

Area in which your school is located: East North South

.....

The following items are intended to assist us in evaluation of Special Education policies and procedures used in providing services and support to students and teachers. Please circle the number to the right which most closely stands for your reaction to each statement. In addition, space is provided for comments. Please provide any additional information or opinions which will help us do an adequate evaluation. Thank you for your time and input

STRONGLY
AGREE AGREE MIXED
REACTION DISAGREE STRONGLY
DISAGREE

1	2	3	4	5

1. My students are receiving adequate educational services from me.
Comment:

1	2	3	4	5

2. My students are receiving an appropriate education.
Comment:

1	2	3	4	5

3. When a student is placed in my classroom, I am given adequate information to begin planning his/her program.
Comment:

1	2	3	4	5

4. As a receiving teacher, I should be permitted to participate in E A & R's for my new students.
Comment:

1	2	3	4	5

5. I have easy access to all diagnostic information on my students.
Comment:

1	2	3	4	5

6. The diagnostic reports on my students contain adequate information for educational programming.
Comment:

1	2	3	4	5

7. I routinely administer diagnostic instruments (standardized or criterion-referenced) to incoming students.
Comment:

STRONGLY
AGREE
 AGREE
 MIXED
REACTION
 DISAGREE
 STRONGLY
DISAGREE

8. I need more opportunities to talk with my students' previous teachers.
 Comment:

1	2	3	4	5
9. I need more opportunities to communicate with my students' parents.
 Comment:

1	2	3	4	5
10. Information from previous placements on my new students is routinely forwarded to me in a timely fashion.
 Comment:

1	2	3	4	5
11. I receive adequate support from my school principal and staff.
 Comment:

1	2	3	4	5
12. I receive adequate support from my program coordinator.
 Comment:

1	2	3	4	5
13. I receive adequate support from the Special Education administrative personnel.
 Comment:

1	2	3	4	5
14. When my students are placed in another setting or classroom, I am involved in their transition as a resource or support person.
 Comment:

1	2	3	4	5
15. In general, the parents of my students approve of and appreciate what I am doing for their child.
 Comment:

1	2	3	4	5
16. The overall feeling toward Special Education among the faculty and administration in my school is positive.
 Comment:

1	2	3	4	5
17. The communications system between Special Education programs and the Area Office is adequate.
 Comment:

1	2	3	4	5
18. My classroom facilities and equipment are satisfactory for my students' needs.
 Comment:

1	2	3	4	5
19. I have sufficient access to appropriate teaching materials and supplies.
 Comment:

1	2	3	4	5
20. My general feelings about teaching in Special Education are positive.
 Comment:

1	2	3	4	5

The following questions are open-ended. Please be candid

1. The best thing about teaching in Special Education is _____

2. The biggest obstacle I face in providing adequate appropriate service is _____

3. The biggest problem facing APS Special Education today is _____

REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
EVALUATIVE QUESTIONNAIRE

Please respond honestly to the following questions. Individual answers will be confidential. Summaries of the results will be presented as part of the evaluation report for Special Education prepared by Instructional Research, Testing, and Evaluation. Please return this questionnaire after completion to your school principal. The principal will send completed Interface Questionnaires to:

Kathy Diaz
IRTE - MONROE COMPLEX
APS

Present position: Teacher _____ Principal _____ Counselor _____ Other _____

Years of classroom teaching experience _____

Years teaching in APS _____

Years of administrative experience _____ (if applicable)

Level of present assignment: Elementary _____ Middle _____ High _____

Area: East _____ North _____ South _____

Content area taught _____ (if applicable)

Training in Special Education: _____ semester hours

Area(s) of certification _____

PLEASE USE THE BACK OF THIS PAGE IF NECESSARY

1. List suggestions for improving the relationship and/or communications between regular education and special education in APS.
2. While conforming to State Regulations, what can be done to improve the Special Education diagnostic process in APS?
3. If a Special Education student were integrated into your classroom, how can Special Education personnel best assist you with that child?
4. How well do you think the Support Team is working in your school? What suggestions can you make for improvement?
5. In general, how can Special Education personnel assist you in providing the best possible education for all students?

SPECIAL EDUCATION EVALUATION

D/BD PROGRAMS

Student Checklist

Student Name _____

I D # _____ DOB _____ Sex: M P

APS Area: North South East

Theoretical basis of child's program:

Behavioral _____

Psychotherapeutic _____

Engineered Classroom _____

Transactional Analysis _____

Other _____
Please specify _____

None _____

During integrated activities
(if applicable)

1. Goes to and from classroom without problems
2. Gets along with peers
3. Enjoys participation in integrated activities
4. Follows rules and procedures
5. Completes assigned tasks
6. Cooperates well with teacher

NEVER Seldom SOMETIMES OFTEN ALWAYS

1	2	3	4	5

STUDENT ATTITUDES

1. Enjoys coming to school
2. Evidences desire to return to regular class eventually
3. Shows respect for authority figures
4. Evidences positive self-concept during academic tasks
5. Evidences positive self-concept during social interaction
6. Evidences positive self-concept during integrated activities
7. Has positive feelings toward home situation
8. Evidences internal locus of control

1	2	3	4	5

PARENT ATTITUDE

1. Is cooperative with school program
2. Acts as support to teacher (reinforces, follow-up)
3. Understands goals of program
4. Understands child's problem
5. Feels the school program is effective
6. Has good rapport with teacher

1	2	3	4	5

Additional comments/information _____

STUDENT BEHAVIOR

During academic tasks:

1. Raises hand for help
2. Completes task independently
3. Completes work on schedule
4. Works without disturbing others
5. Works with group-does not need isolation
6. Works without being reminded
7. Accepts task without complaining or pouting
8. Follows teacher directions well
9. Completes task accurately
10. Demonstrates intrinsic motivation
11. Uses materials with respect and care
12. Exhibits inappropriate aggressive behavior
13. Withdraws excessively from interaction with people and/or activities

NEVER Seldom SOMETIMES OFTEN ALWAYS

1	2	3	4	5

**NORTH AREA LANGUAGE CLINIC
LEARNER CHARACTERISTICS**

Student Name

ID Number

Birthdate

Sex: M F

Home School

Type of Class: Reg B C

Instructional Sequence: I. Phonics/Ling. by rote II Conceptual

Modifications Program: Yes No

Spacing: Yes No

Print Size: Yes No

Date Service Began

Family History

Child is: adopted natural

Mother's age at child's birth

Father's age at child's birth

Handicapped sibling: yes no

Type Age Sex

Familial reading problems:

Parent M F

Sibling M F

Maternal grandparent M F

Paternal grandparent M F

Other

Educational level:

Mother

Father

Occupation:

Mother

Father

Spatially oriented occupation: Yes No
 M F

Preschool Indicators Present

Explanation

<u> </u> prenatal difficulties	<u> </u>
<u> </u> difficult birth	<u> </u>
<u> </u> low birthweight	<u> </u> lbs. <u> </u> oz.
<u> </u> slow motor development	<u> </u>
<u> </u> slow language development	<u> </u>
<u> </u> serious illness	<u> </u>
<u> </u> serious injury	<u> </u>
<u> </u> liked to be read to	<u> </u>

Oral Language

Spontaneous Language Usage	Taciturn	Average	Loquacious
Transposes letters	no	mild	severe
Transposes words	no	mild	severe
Substitutes letters	no	mild	severe
Substitutes words	no	mild	severe
Hesitates/Word Retrieval Difficulty	no	mild	severe

FORM 5

WISC-R (date admin. _____)

Full Scale _____	Performance Scale _____
Verbal Scale _____	Pict. Arr. _____
Info. _____	Pict. Comp. _____
Simil. _____	Bl. Design _____
Arith. _____	Ob. Assm. _____
Vocab. _____	Coding _____
Comp. _____	(Mazes) _____
Digit Sp. _____	

WISC-R (since previous performance)

dropped _____
 Maintained _____
 increased _____
 No previous score _____

PIAT (date admin. _____)

Reac. Rec. _____ (SS)
 Read. Comp. _____ (SS)
 Spelling _____ (SS)
 Math _____ (SS)
 Gen. Info. _____ (SS)

WRAT (date admin. _____)

Reading _____ (SS)
 Spelling _____ (SS)
 Arithmetic _____ (SS)

WOODCOCK

Pre (Date _____) (% ile) (SS)	Post (Date _____) (% ile) (SS)
Letter Ident. _____	Letter Ident. _____
Word Ident. _____	Word Ident. _____
Word Attack _____	Word Attack _____
Word Comp. _____	Word Comp. _____
Word Listening Comp. _____	Word Listening Comp. _____
Passage Comp. _____	Passage Comp. _____
Passage Listening Comp. _____	Passage Listening Comp. _____

VNI - long form

Age Equiv. _____

MOTOR COORDINATION

Very well coord. _____

Average _____

Clumsy _____

School History

Type of reading program in 1st grade _____	
Special help received: Special Education _____	Remedial Reading _____
Type of class _____	Type of curr. _____
Age when began _____	Age when began _____
Length of Service _____	Length of Service _____

Date academic problems first noted _____

HANDWRITING

adequate _____
 poor _____

LAC

Category II _____

Special interests and abilities _____

APPENDIX A

RESULTS OF SPECIAL EDUCATION TEACHER QUESTIONNAIRE



SPECIAL EDUCATION TEACHER QUESTIONNAIRE

DISTRICT SUMMARY

	STRONGLY AGREE	AGREE	NEED REACTION	DISAGREE	STRONGLY DISAGREE
1. My students are receiving adequate educational services from me.	32%	42%	22%	3%	2%
2. My students are receiving an appropriate education.	23%	44%	27%	4%	1%
3. When a student is placed in my classroom, I am given adequate information to begin planning his/her program.	11%	35%	33%	15%	7%
4. As a receiving teacher, I should be permitted to participate in EA&R's for my new students.	73%	21%	4%	2%	1%
5. I have easy access to all diagnostic information on my students.	17%	35%	25%	15%	8%
6. The diagnostic reports on my students contain adequate information for educational programming.	8%	35%	34%	18%	6%
7. I routinely administer diagnostic instruments (standardized or criterion-referenced) to incoming students.	43%	40%	10%	5%	2%
8. I need more opportunities to talk with my students' previous teachers.	20%	39%	26%	14%	1%
9. I need more opportunities to communicate with my students' parents.	13%	37%	24%	23%	3%
10. Information from previous placements on my new students is routinely forwarded to me in a timely fashion.	3%	22%	30%	29%	17%
11. I receive adequate support from my school principal and staff.	38%	34%	18%	7%	4%

SPECIAL EDUCATION TEACHER QUESTIONNAIRE

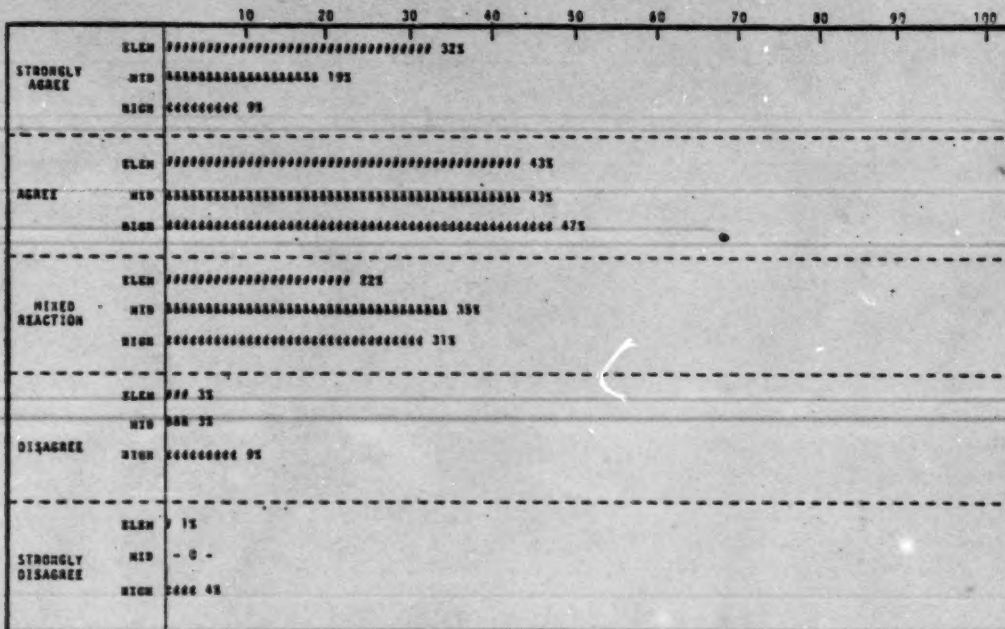
DISTRICT SUMMARY

	STRONGLY AGREE	AGREE	MIXED REACTION	DISAGREE	STRONGLY DISAGREE
12. I receive adequate support from my program coordinator.	38%	36%	16%	6%	5%
13. I receive adequate support from the Special Education administrative personnel	22%	36%	29%	7%	5%
14. When my students are placed in another setting or classroom, I am involved in their transition as a resource or support person.	22%	45%	26%	6%	2%
15. In general, the parents of my students approve of and appreciate what I am doing for their child.	33%	55%	11%	1%	0
16. The overall feeling toward Special Education among the faculty and administration in my school is positive.	13%	33%	39%	9%	6%
17. The communications system between Special Education programs and Area Office is adequate.	6%	39%	34%	15%	6%
18. My classroom facilities and equipment are satisfactory for my students' needs.	17%	40%	21%	14%	9%
19. I have sufficient access to appropriate teaching materials and supplies.	19%	48%	18%	9%	5%
20. My general feelings about teaching in Special Education are positive.	39%	39%	17%	4%	2%

1. My students are receiving adequate educational services from me.

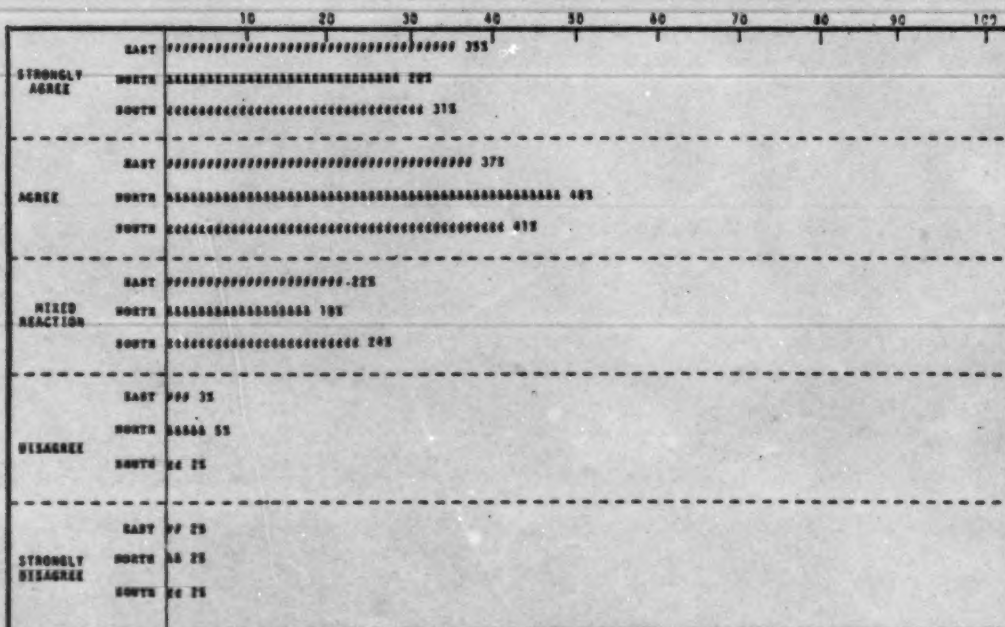
LEVEL

Elem.=232
Mid =109
High =109



AREA

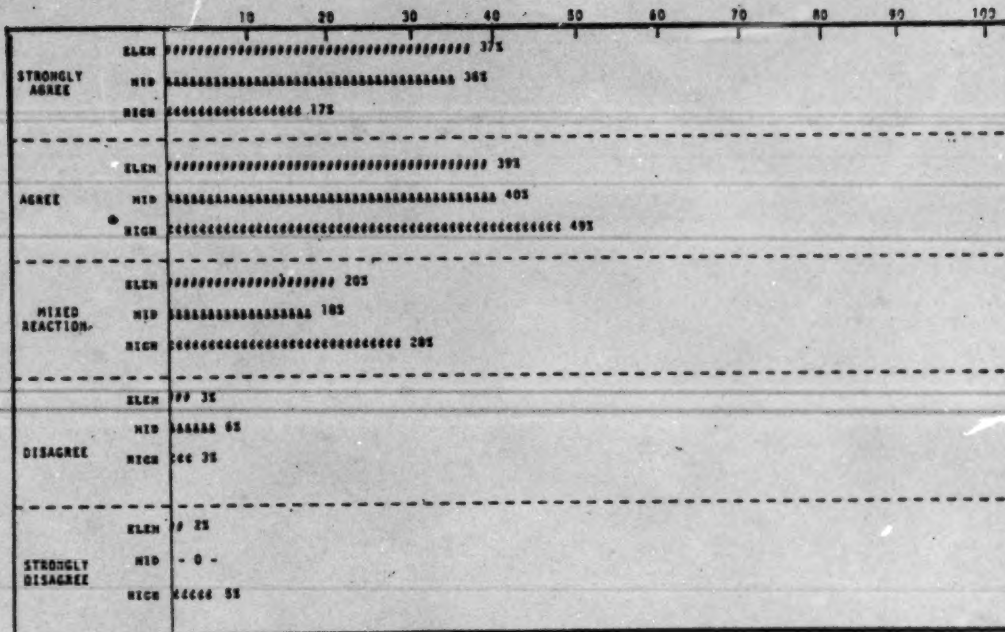
East = 187
North = 132
South = 133



2. My students are receiving an appropriate education.

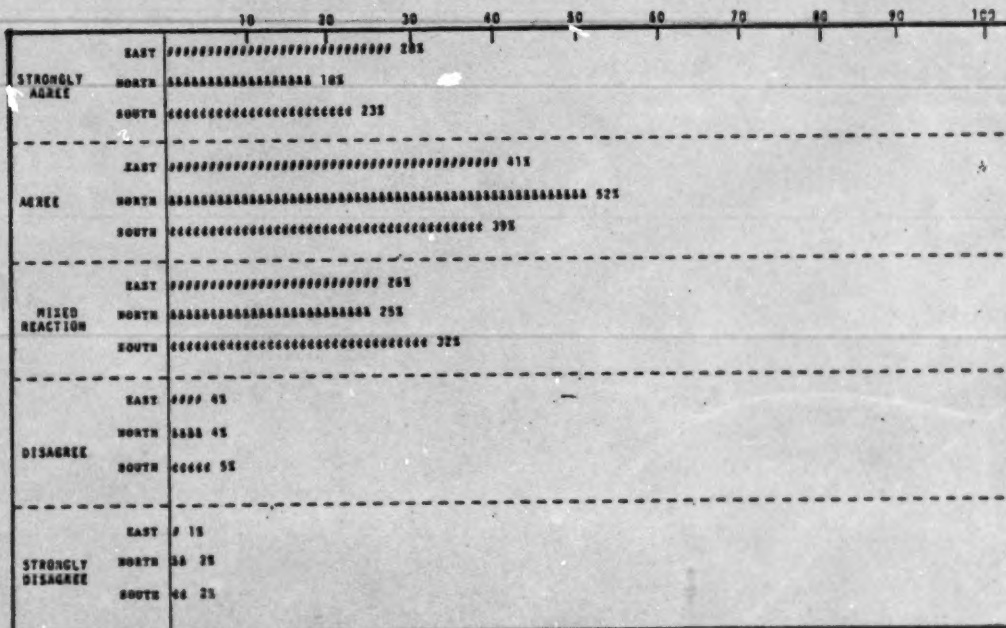
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

East = 187
North = 132
South = 133



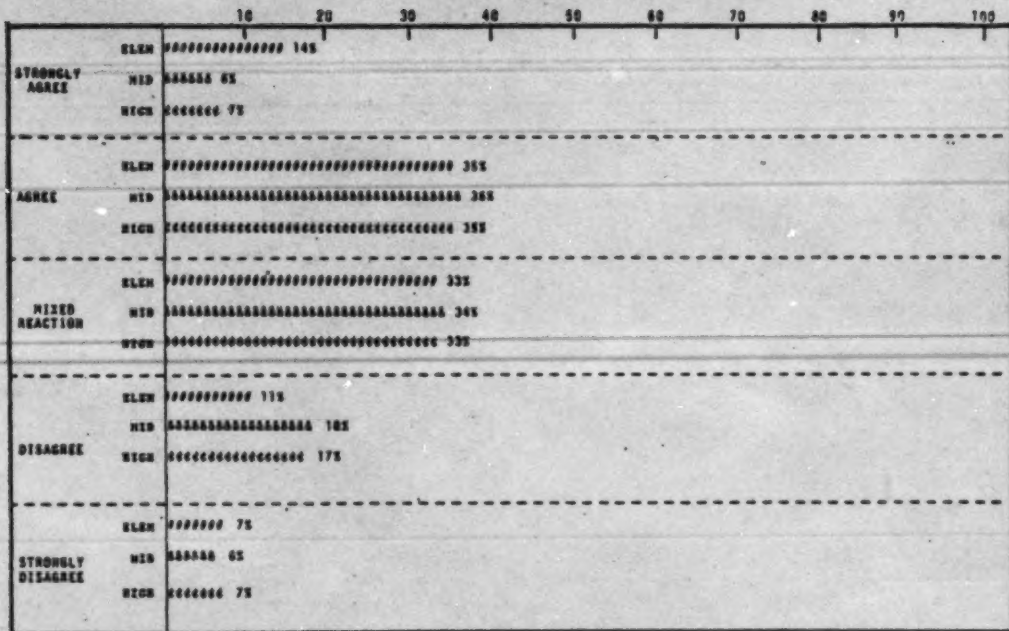
3. When a student is placed in my classroom, I am given adequate information to begin planning his/her program.

LEVEL

Elem = 232

Mid = 109

High = 109

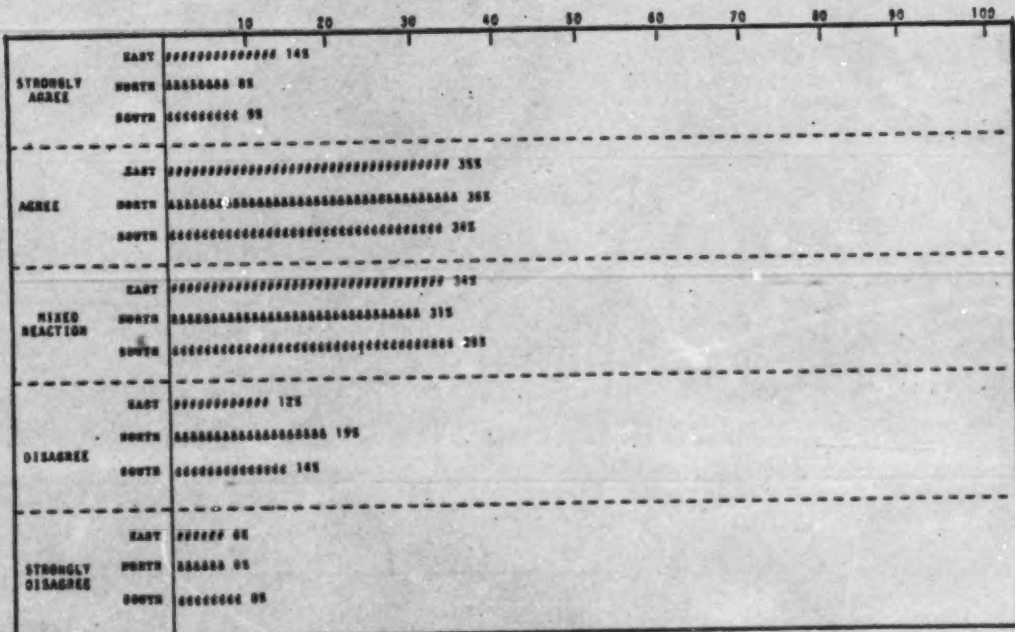


AREA

East = 187

North = 132

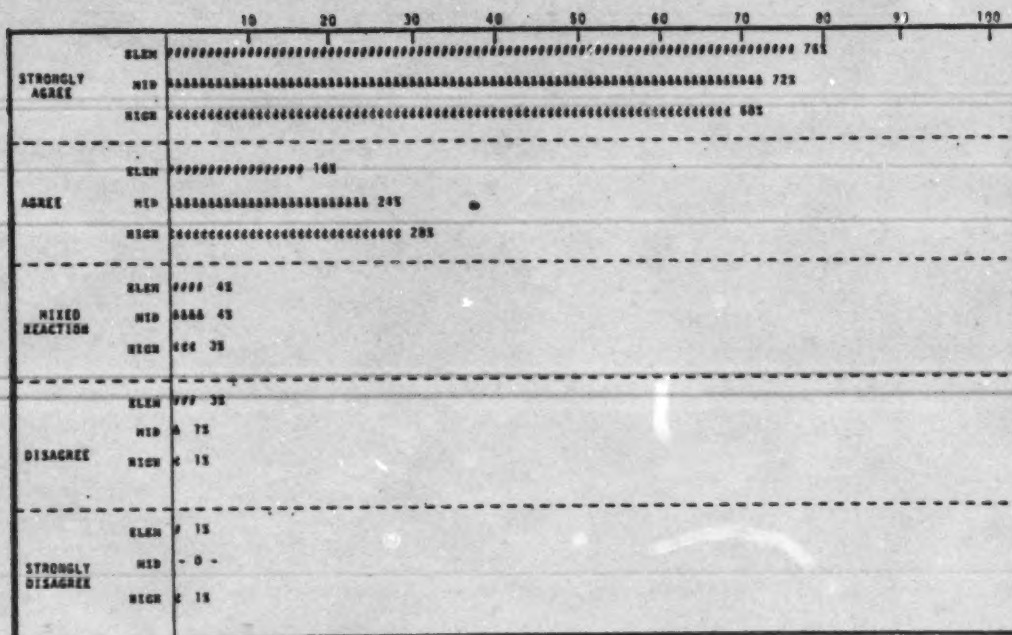
South = 133



4. As a receiving teacher, I should be permitted to participate in E A & R's for my new students.

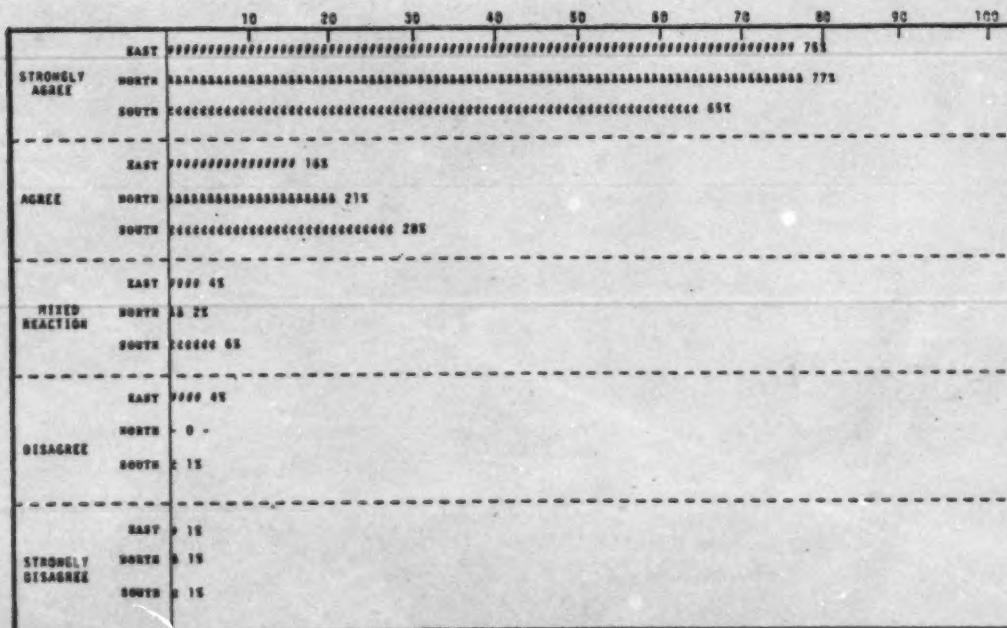
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

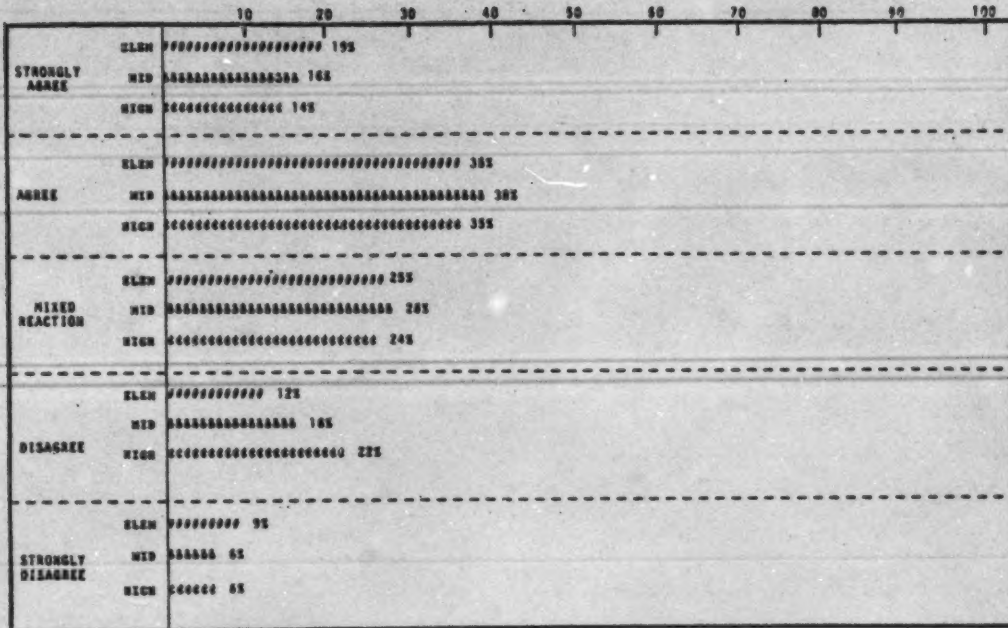
East = 187
North = 132
South = 133



5. I have easy access to all diagnostic information on my students.

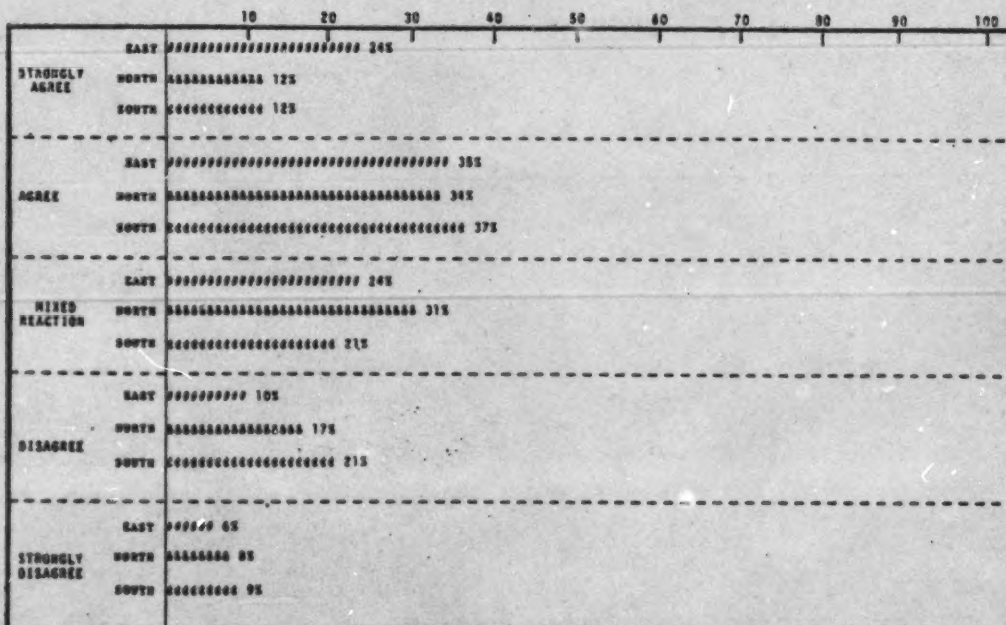
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

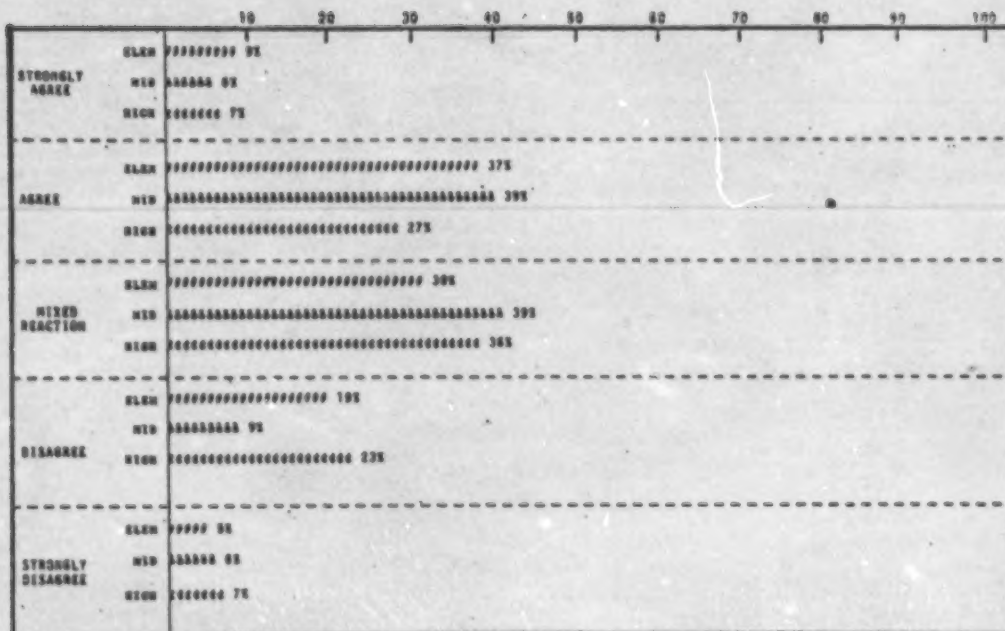
East = 187
North = 132
South = 133



6. The diagnostic reports on my students contain adequate information for educational programming.

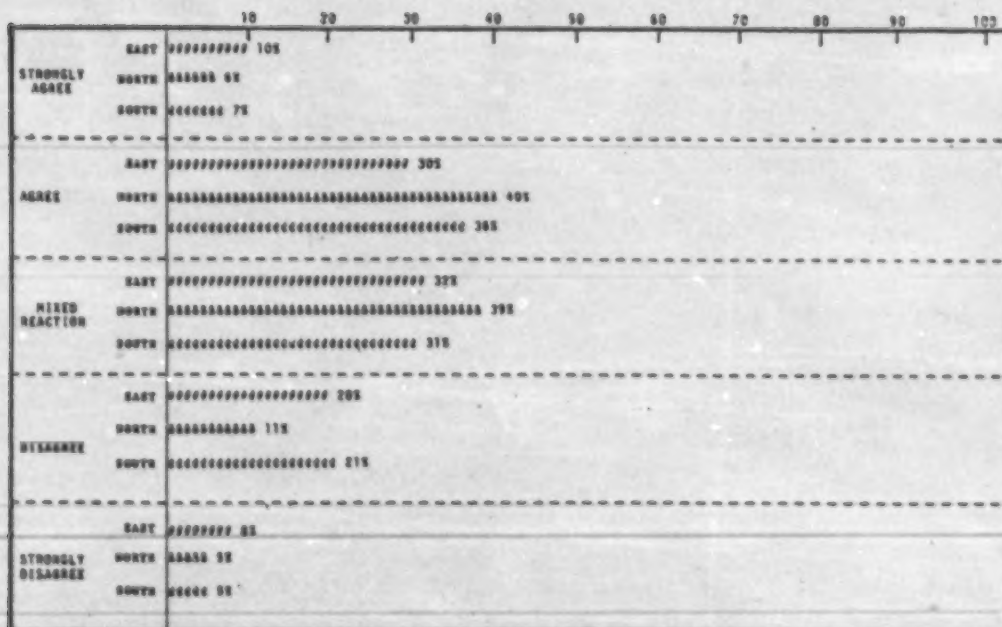
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

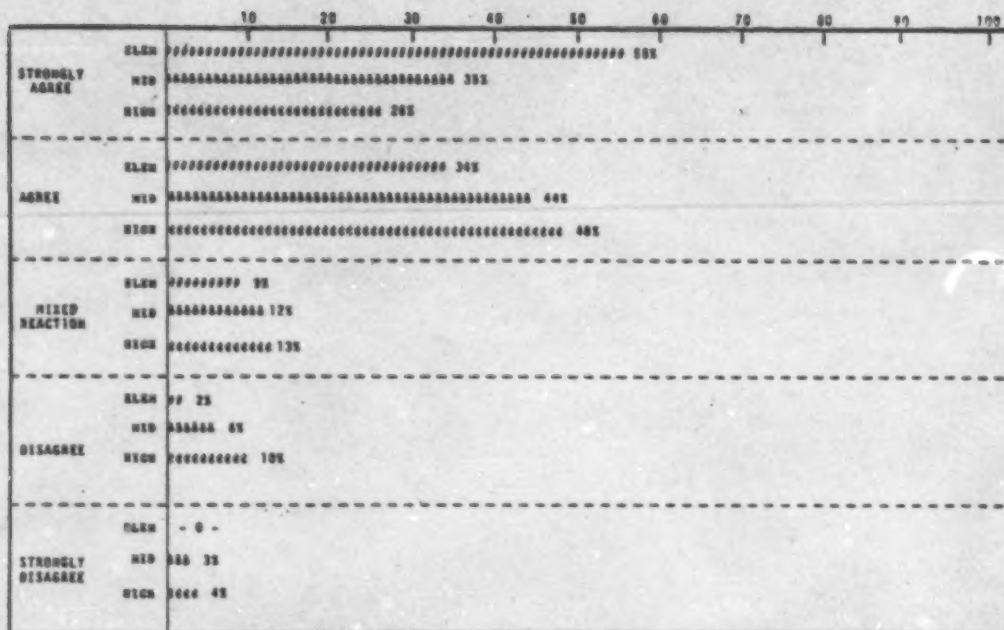
East = 187
North = 132
South = 133



7. I routinely administer diagnostic instruments (standardized or criterion-referenced) to incoming students.

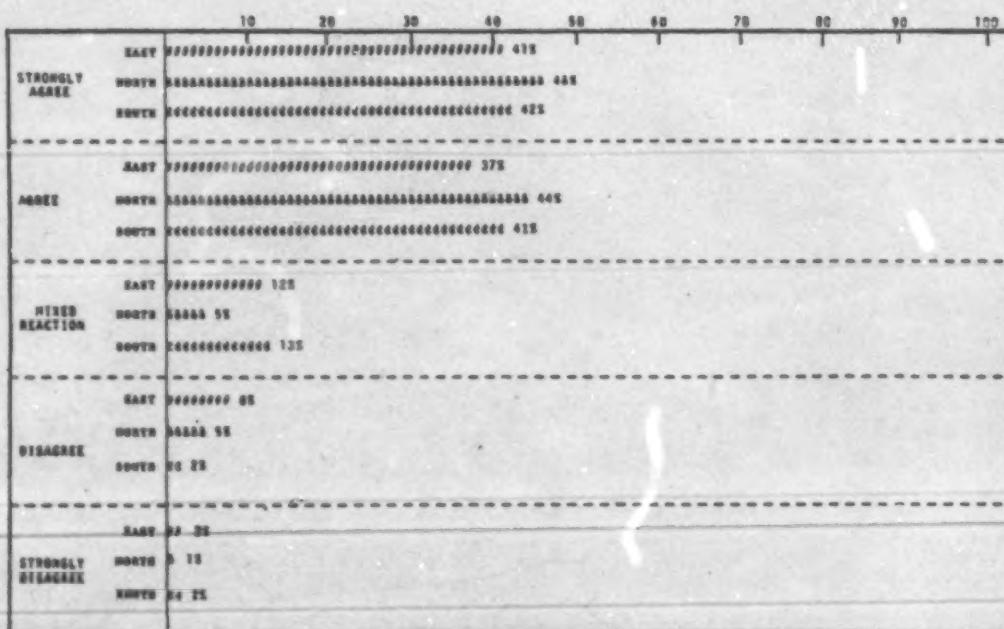
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

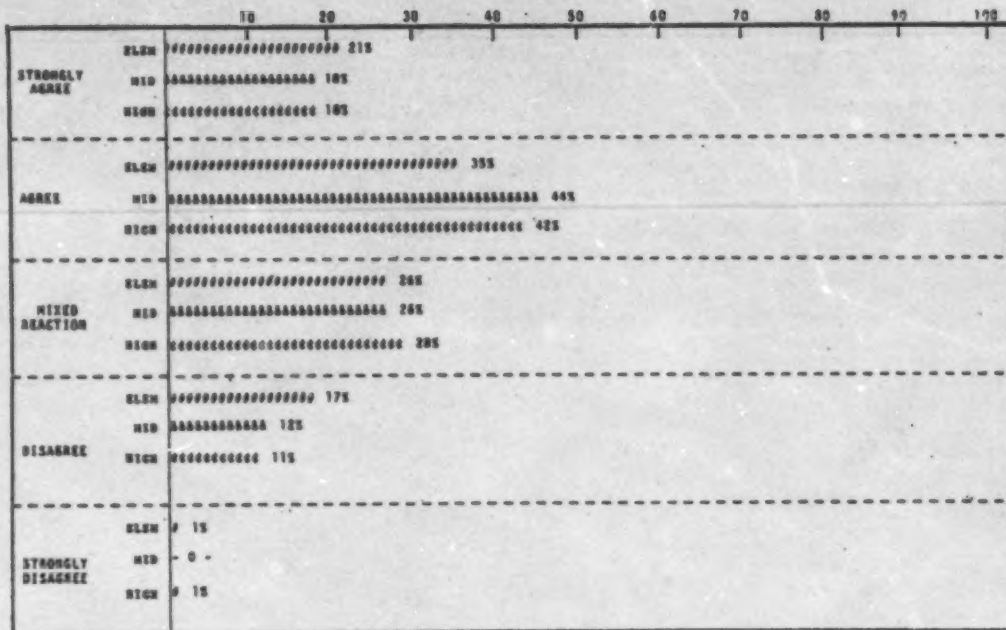
East = 187
North = 132
South = 133



8. I need more opportunities to talk
with my students' previous
teachers.

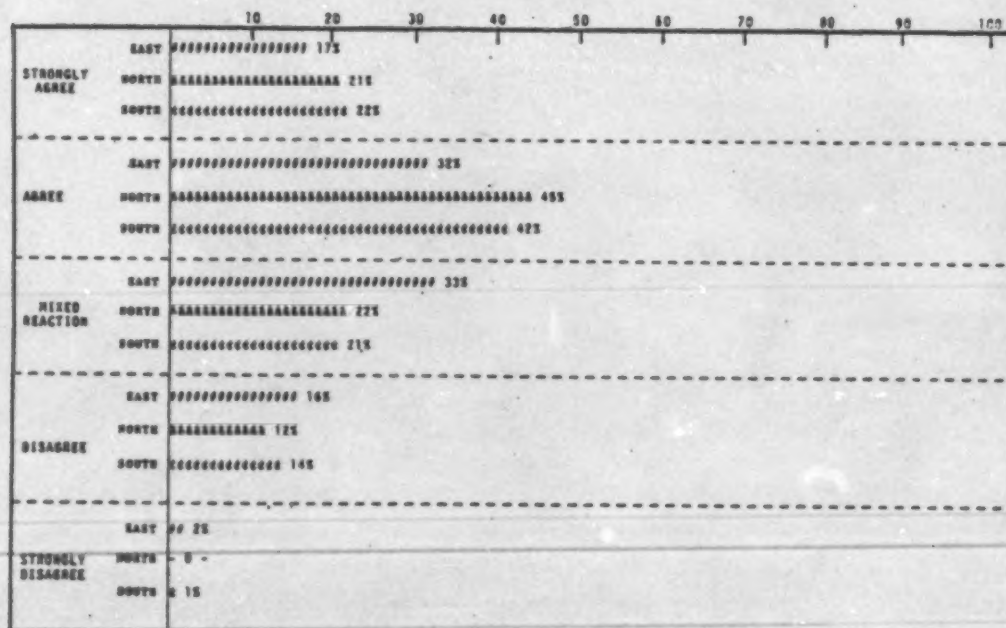
LEVEL

Elem = 232
North = 109
South = 109



AREA

East = 187
North = 132
South = 133



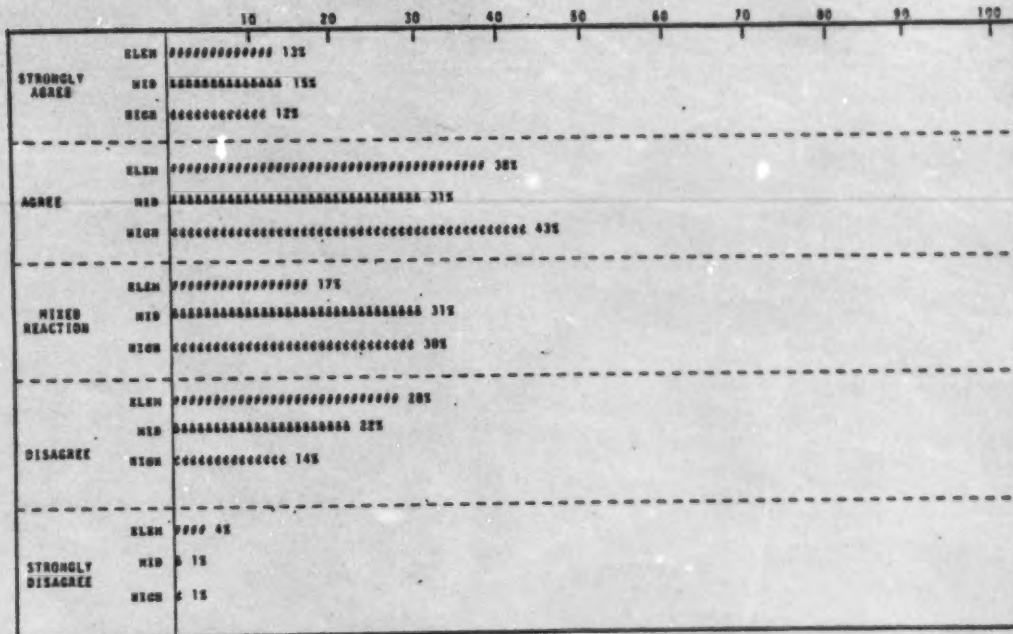
9. I need more opportunities to communicate with my students' parents

LEVEL

Elem = 232

Mid = 109

High = 109

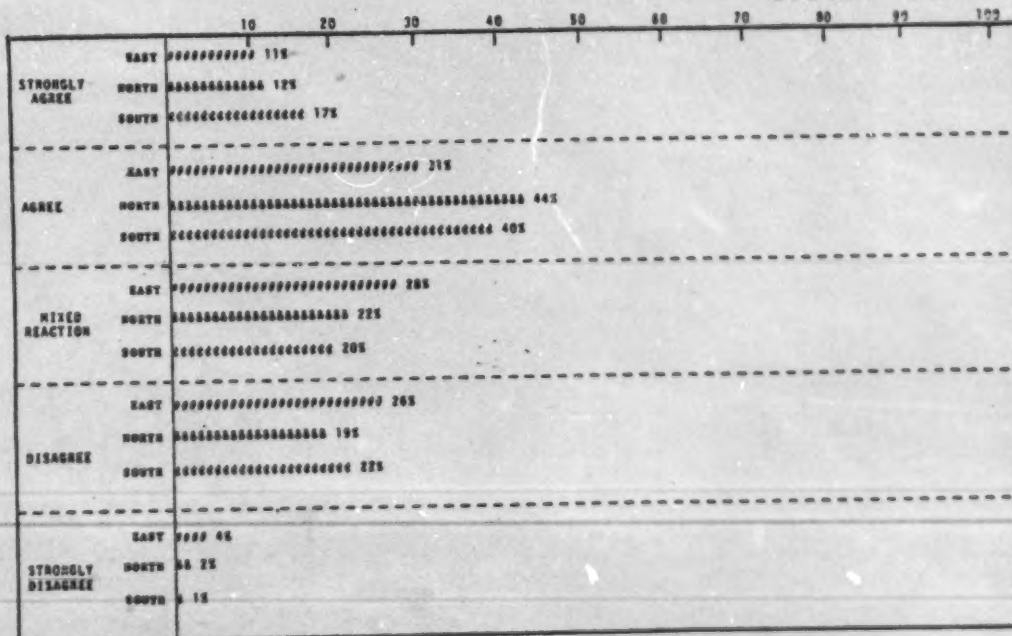


AREA

East = 187

North = 132

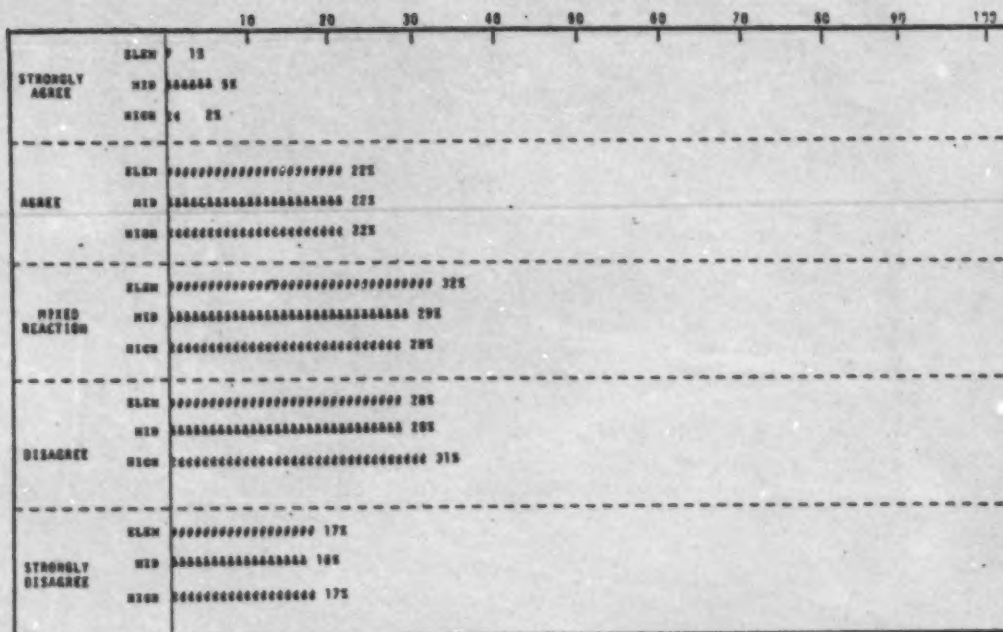
South = 133



10. Information from previous placements on my new students is routinely forwarded to me in a timely fashion.

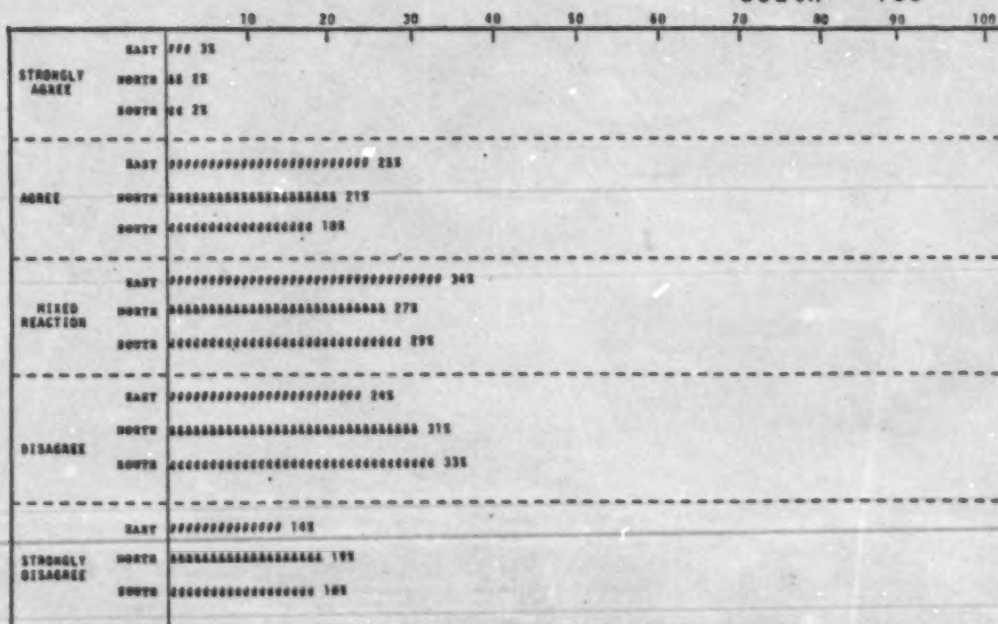
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

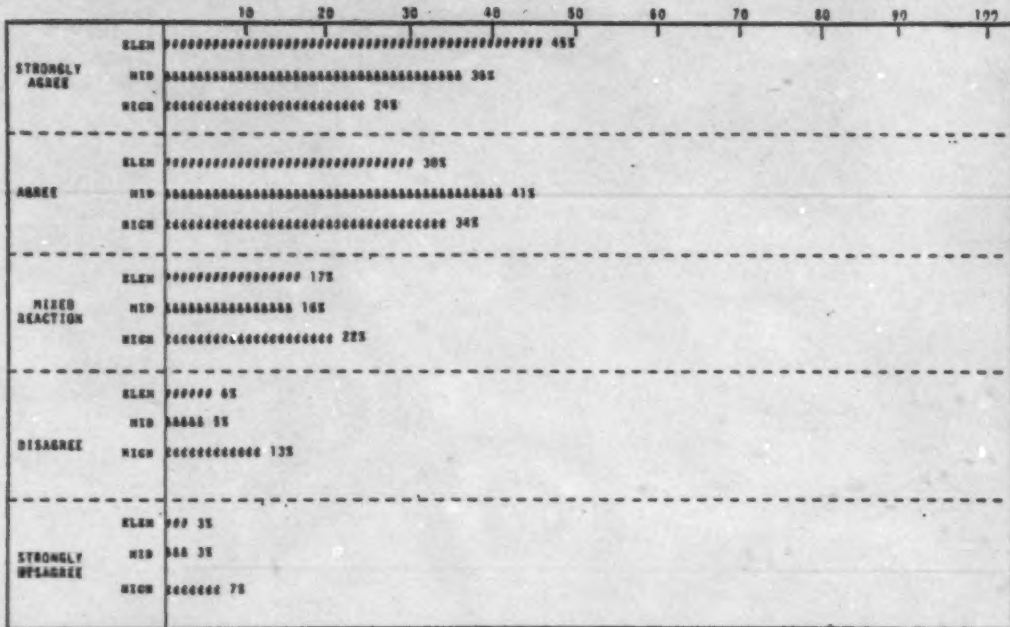
East = 187
North = 132
South = 133



11. I receive adequate support from
my school principal and staff.

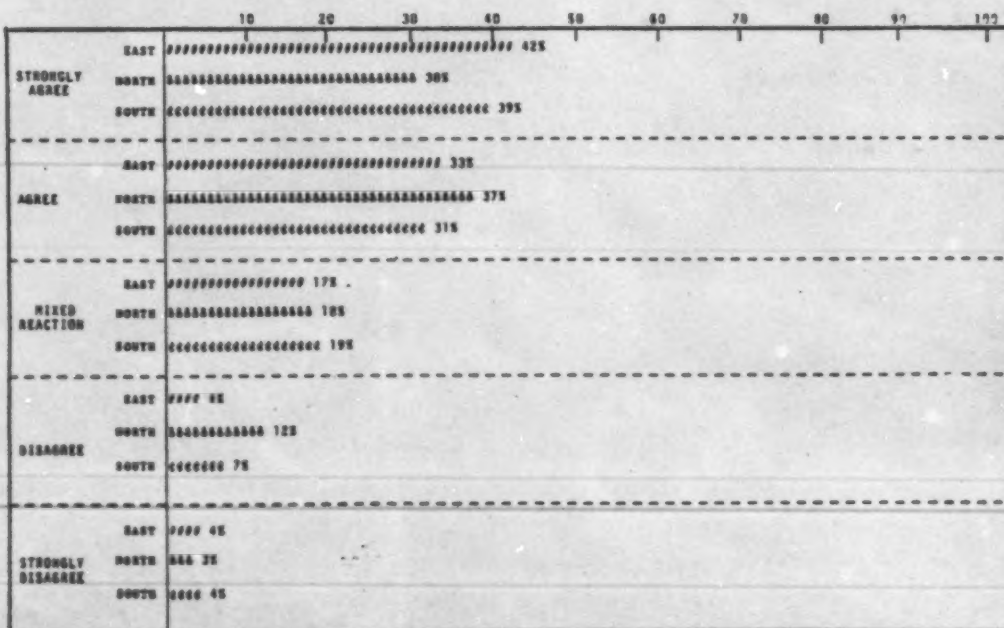
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

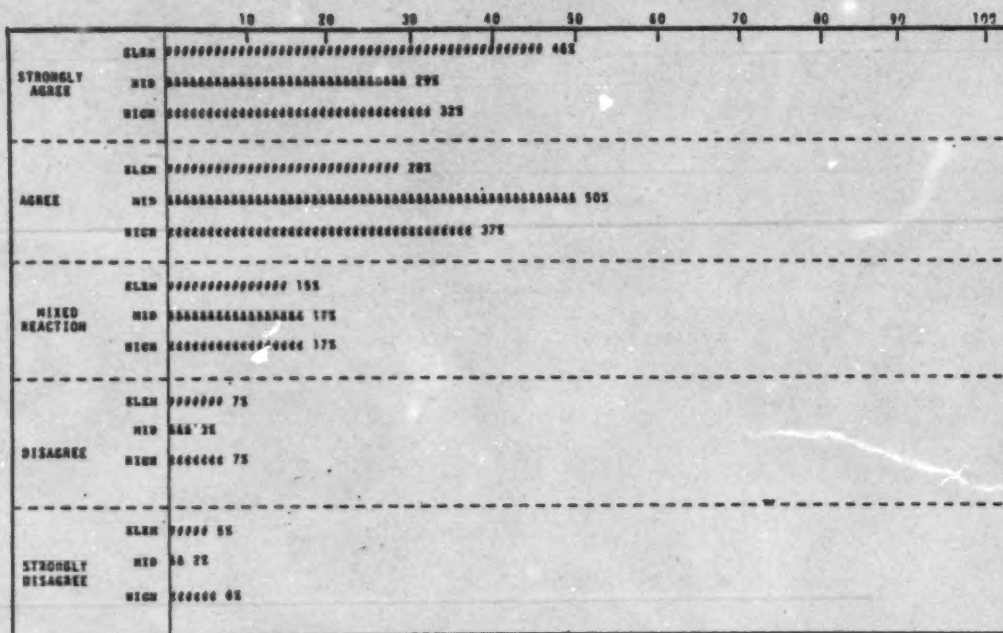
East = 187
North = 132
South = 133



12. I receive adequate support from my program coordinator.

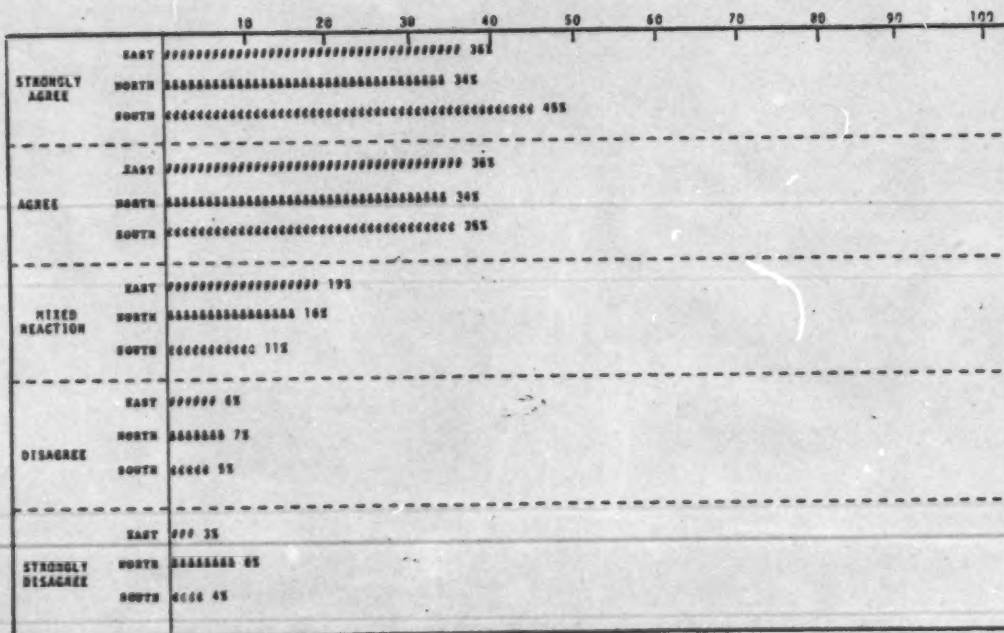
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

East = 187
North = 132
South = 133



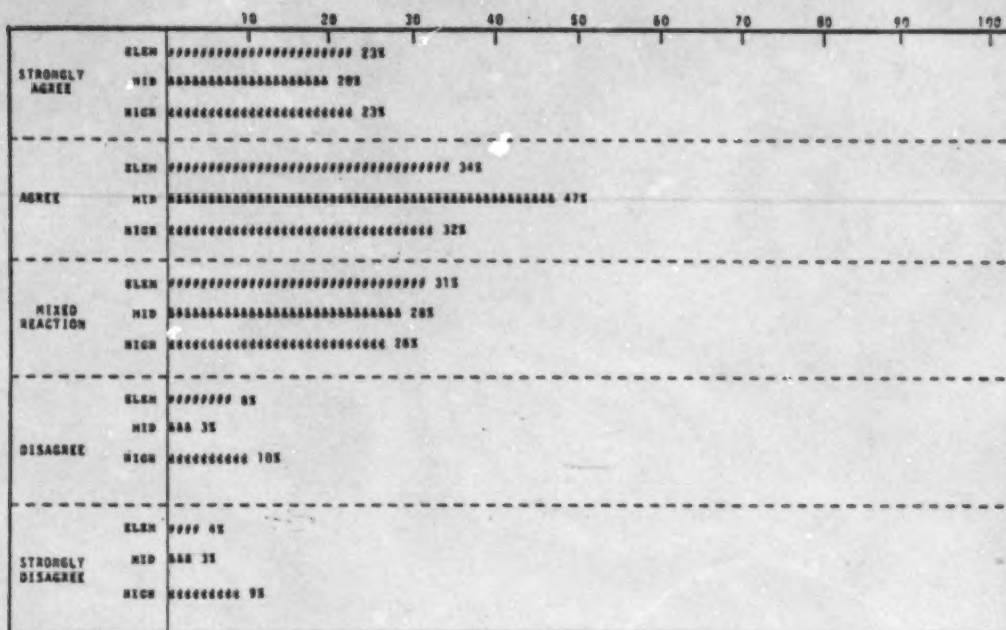
13. I receive adequate support from
the Special Education administra-
tive personnel.

LEVEL

Elem = 232

Mid = 109

High = 109

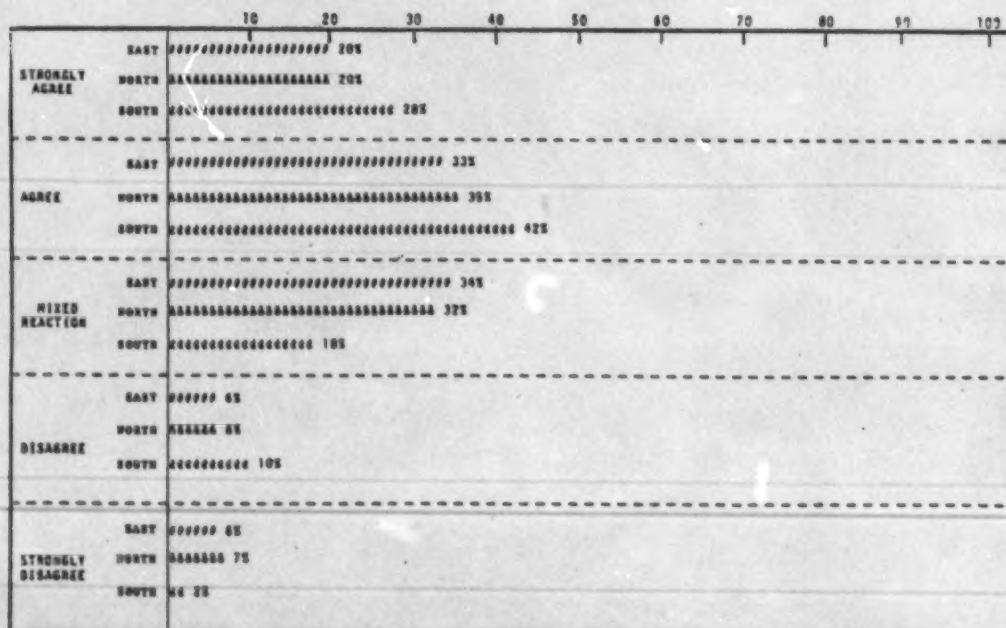


AREA

East = 187

North = 132

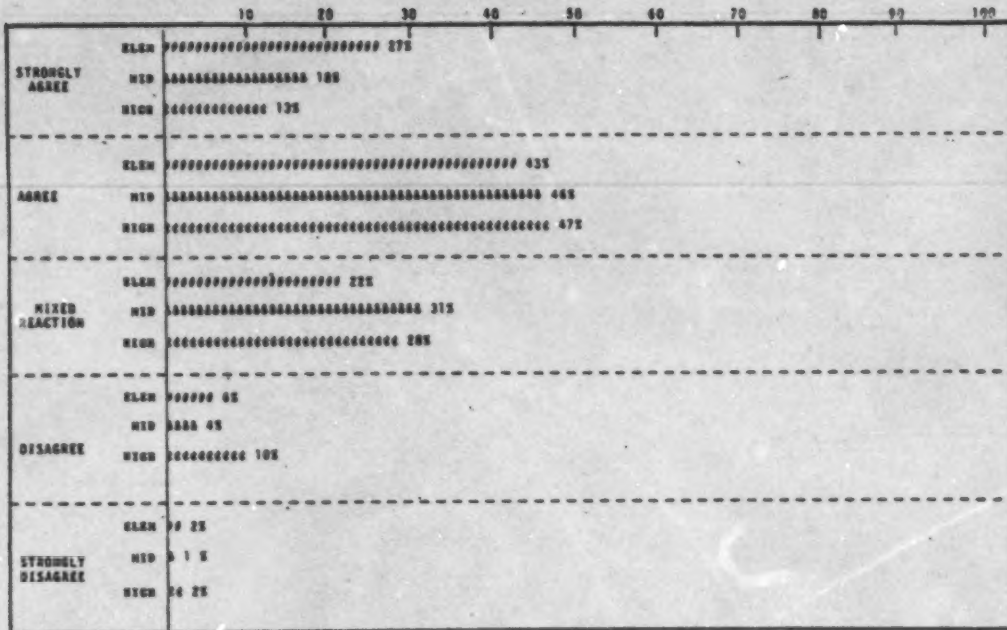
South = 133



14. When my students are placed in another setting or classroom, I am involved in their transition as a resource or support person.

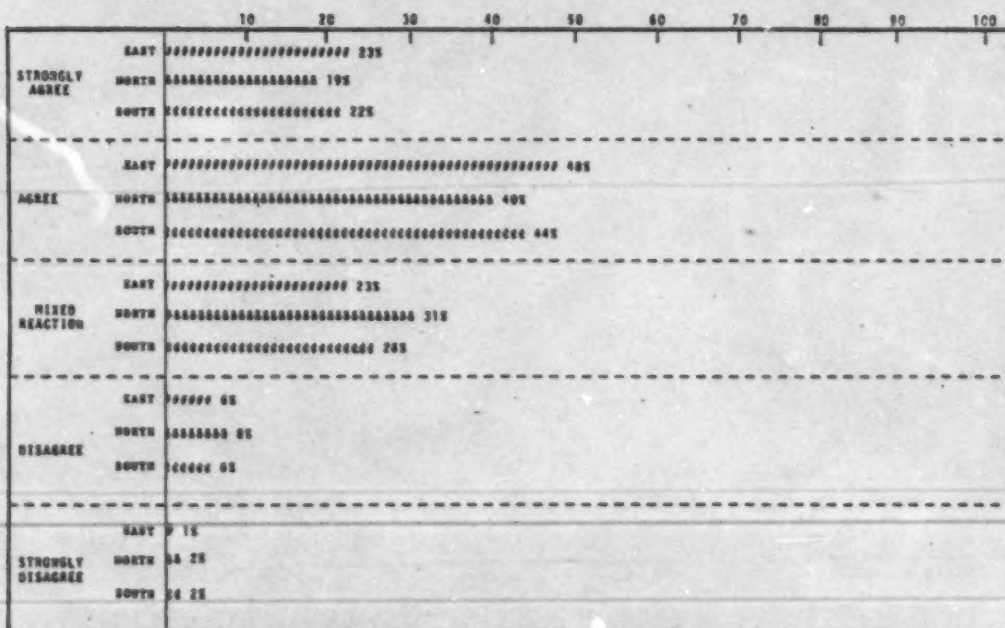
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

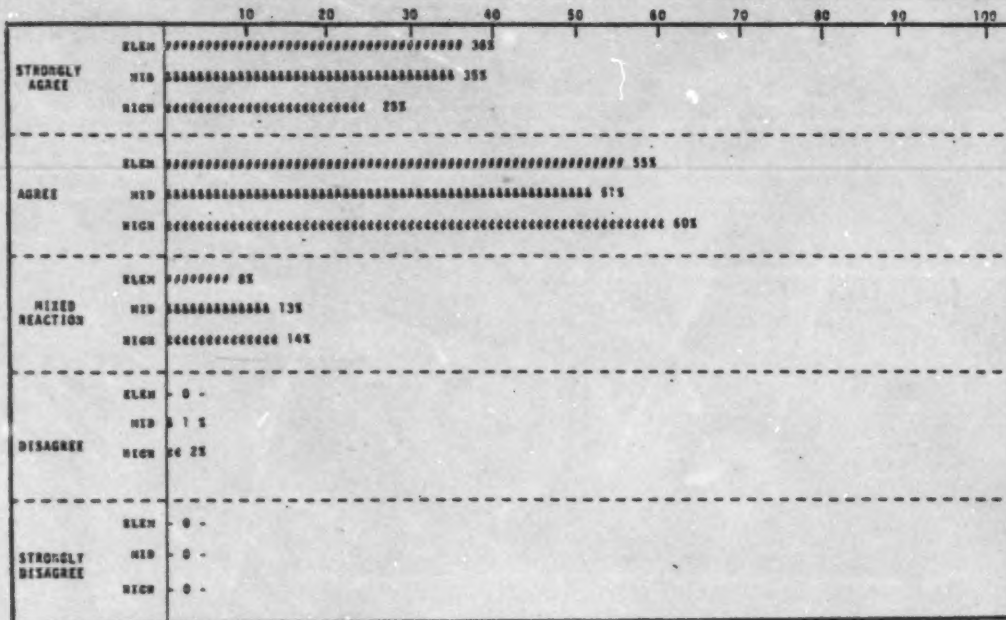
East = 187
North = 132
South = 133



15. In general, the parents of my students approve of and appreciate what I am doing for their child.

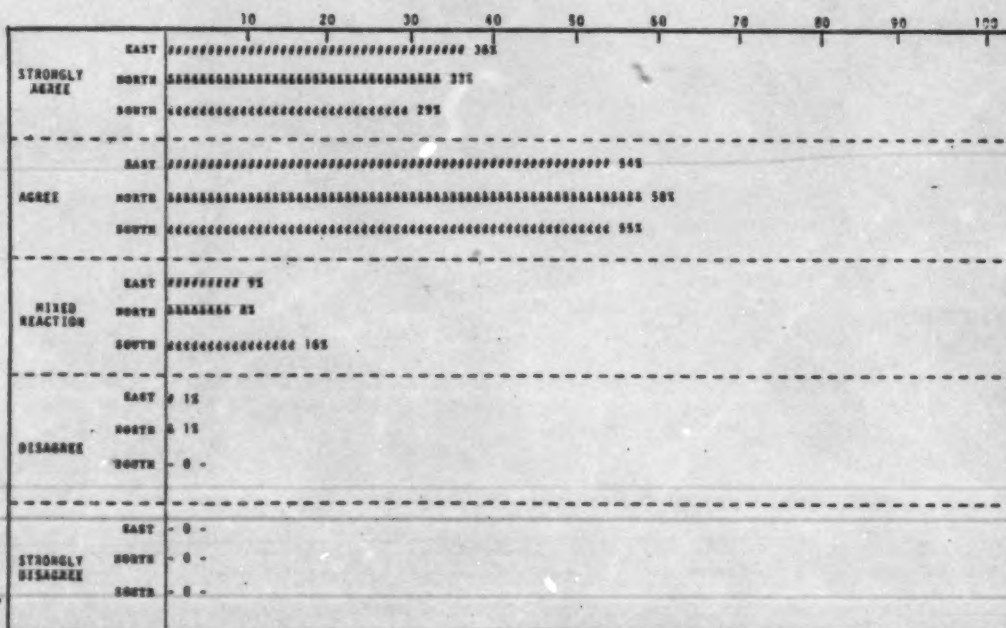
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

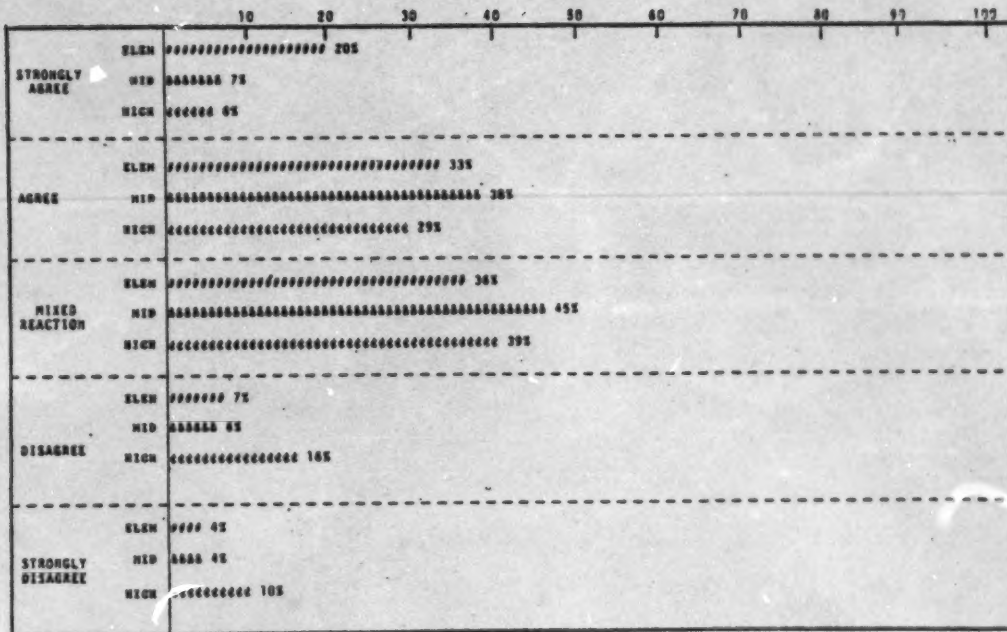
East = 187
North = 132
South = 133



16. The overall feeling toward Special Education among the faculty and administration in my school is positive.

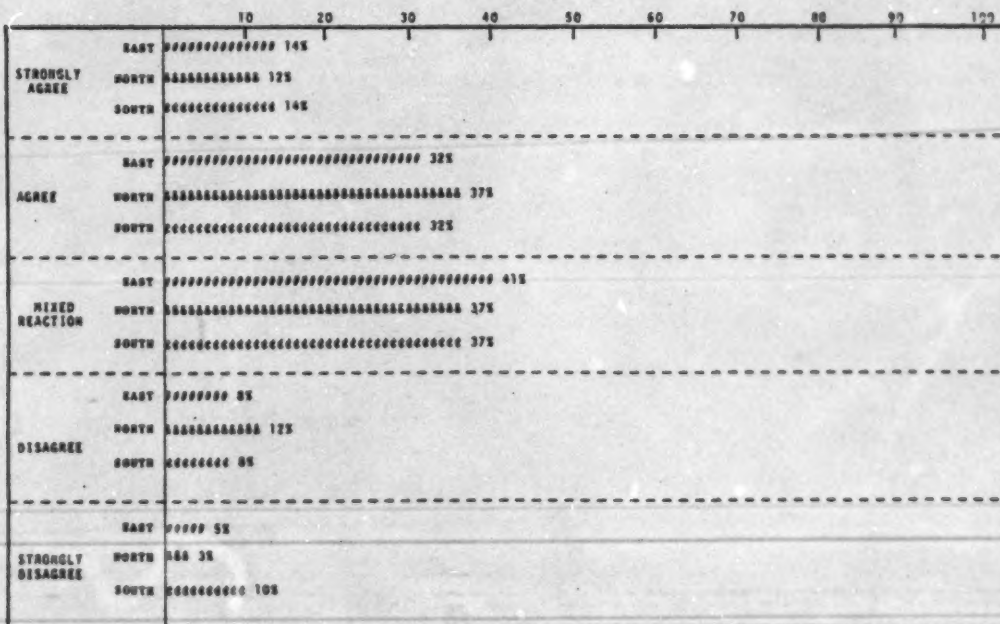
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

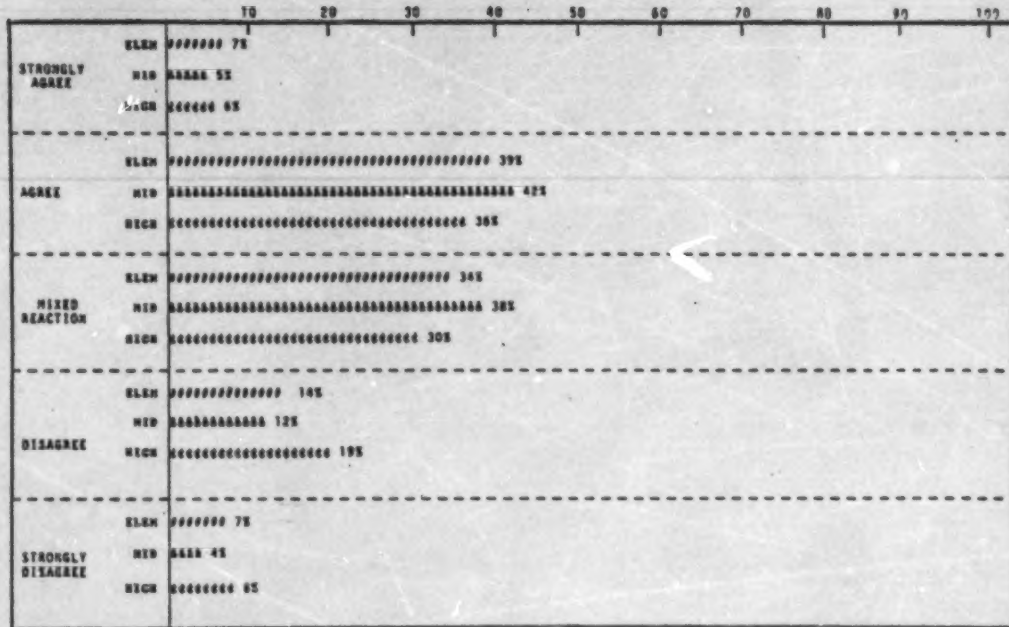
East = 187
North = 132
South = 133



17. The communications system between
Special Education programs and the
Area Office is adequate.

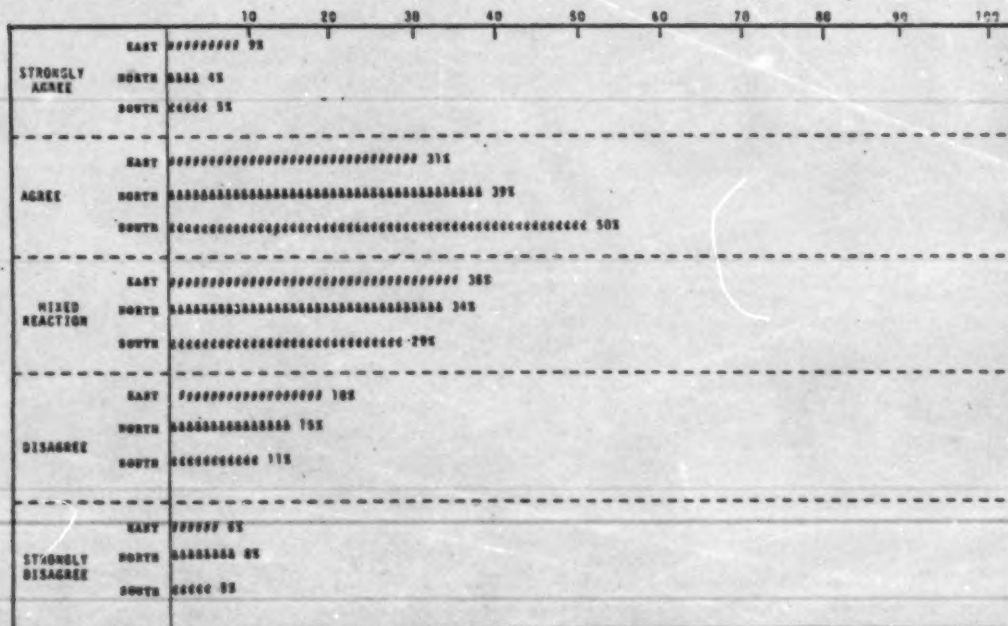
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

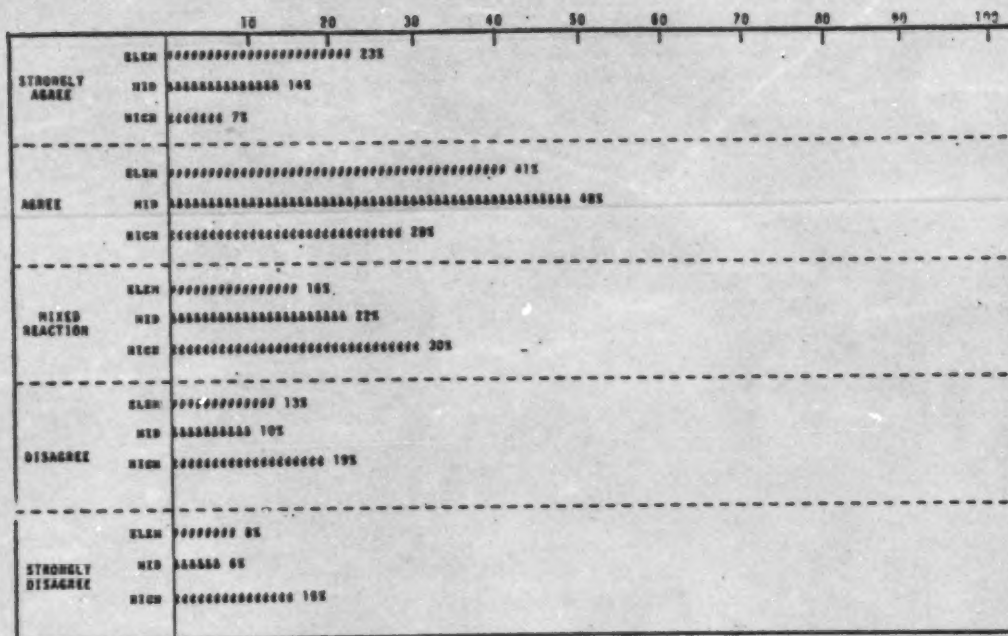
East = 187
North = 132
South = 133



18. My classroom facilities and equipment are satisfactory for my students' needs.

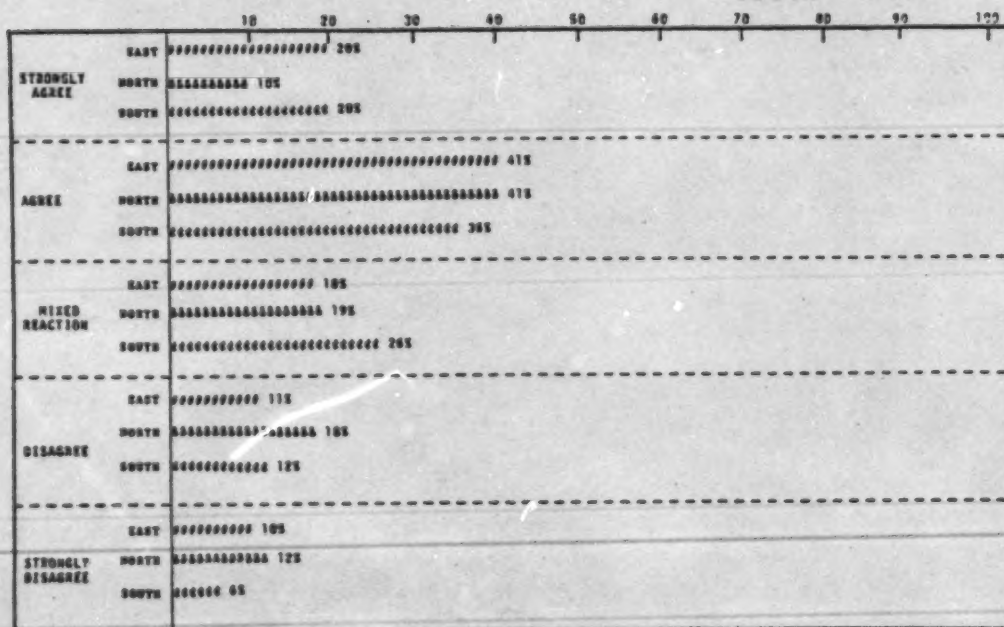
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

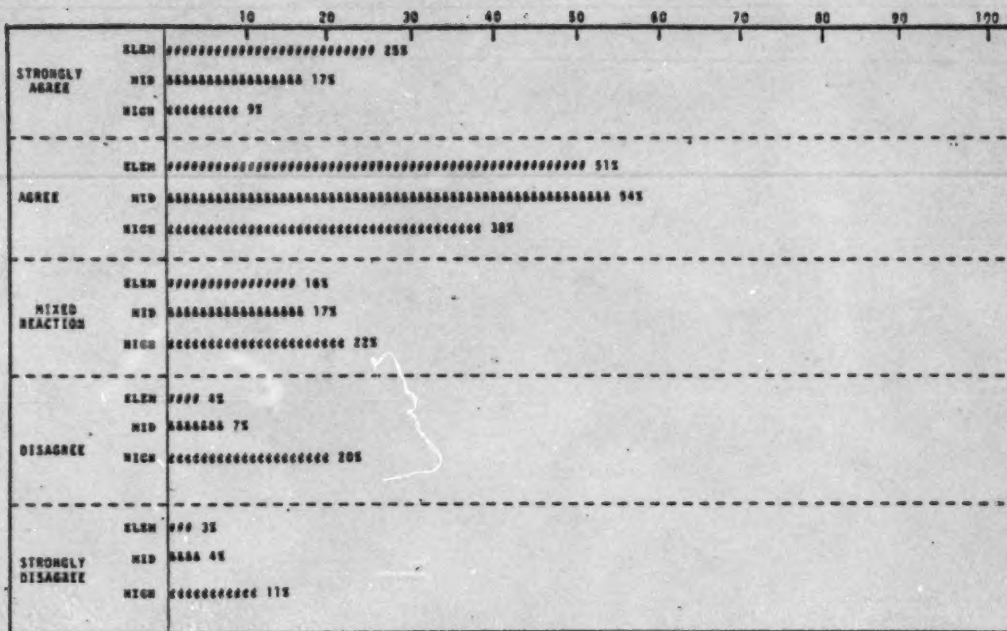
East = 187
North = 132
South = 133



19. I have sufficient access to appropriate teaching materials and supplies.

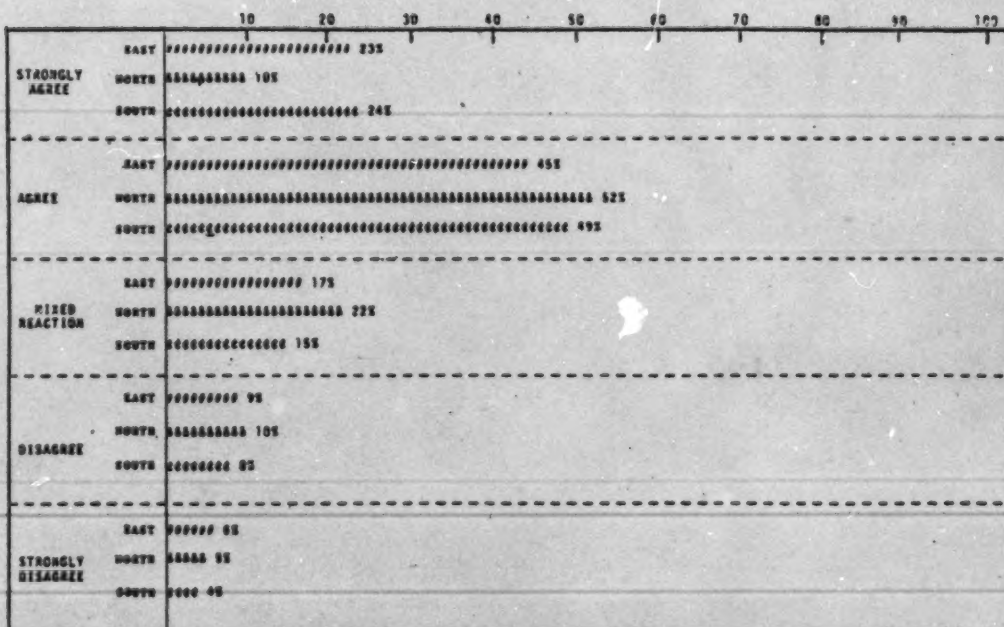
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

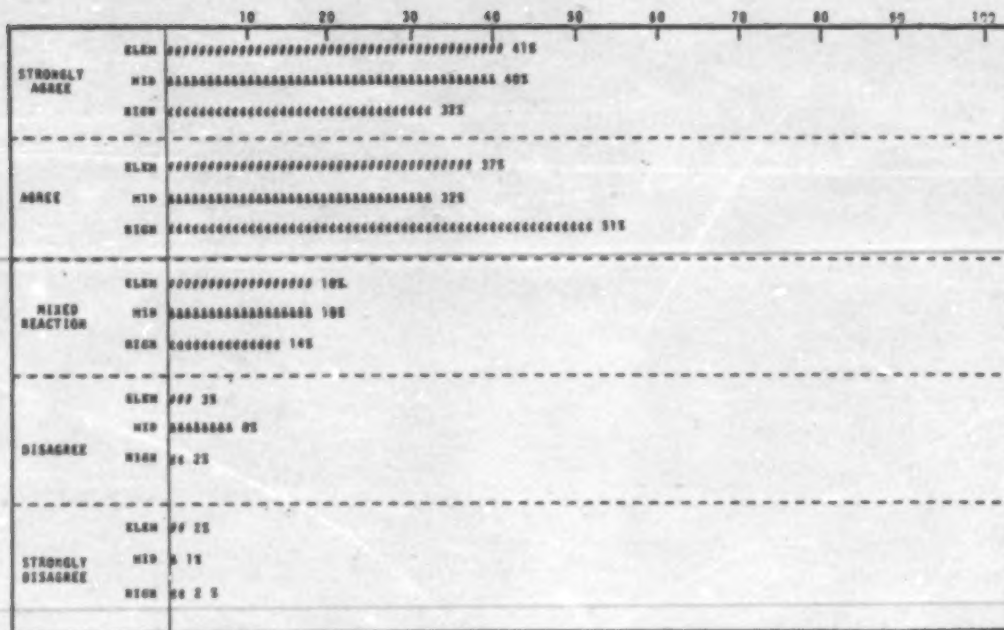
East = 187
Mid = 132
High = 133



20. My general feelings about teaching in Special Education are positive.

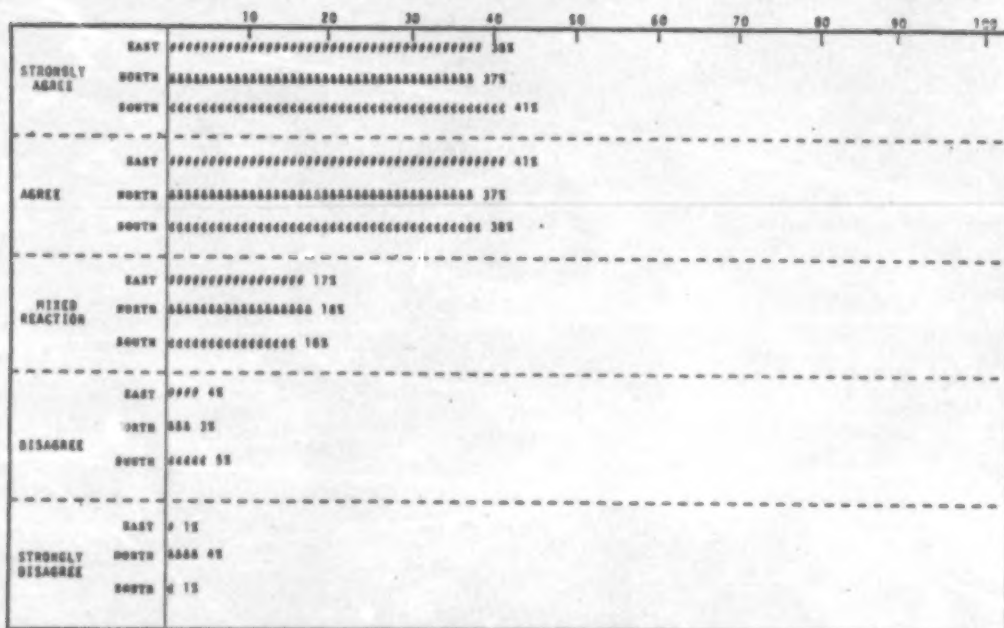
LEVEL

Elem = 232
Mid = 109
High = 109



AREA

East = 187
North = 132
South = 133



APPENDIX B

RESULTS OF REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE QUESTIONNAIRE



**REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
RESPONSE SUMMARY**

Question #1 - List suggestions for improving the relationship and/or communications between regular education and special education in APS

	LEVEL			AREA			
	ELEMENTARY	MIDDLE	HIGH	EAST	NORTH	SOUTH	DISTRICT
1. Meetings within school for Regular Ed. and Special Ed. teachers to exchange information regarding students and programs.	31%	26%	19%	29%	31%	23%	28%
2. Provide visitation and observation between Regular Ed. and Special Ed. classrooms	2%	6%	5%	4%	3%	4%	4%
3. Exchange classes for a period or day between Regular Ed. and Special Ed. to learn of one another's situation.	3%	5%	0	3%	4%	2%	3%
4. Provide inservice for Regular Ed. teachers on Special Ed. policies and procedures, special programs, special techniques to help Special Ed. students in regular classrooms.	19%	19%	28%	18%	20%	22%	20%
5. Encourage Special Education teachers to feel part of the faculty and not isolate themselves.	3%	10%	19%	9%	7%	5%	7%
6. Make adjustments in PTR when integrating special education students or allow exchange of students during integrated period(s).	8%	5%	12%	7%	5%	13%	8%
7. The relation between Special and Regular Education is good already.	16%	6%	2%	12%	7%	16%	11%
8. Special Ed. teachers should act as consultants to Regular Ed. teachers.	4%	1%	0	4%	4%	0	3%
9. Other/no response/don't know	15%	21%	16%	15%	20%	14%	17%

**REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
RESPONSE SUMMARY**

Question #2 - While conforming to State Regulations, what can be done to improve the Special Education diagnostic process in APS?

	LEVEL			AREA			
	ELEMENTARY	MIDDLE	HIGH	EAST	NORTH	SOUTH	DISTRICT
1. Hire more diagnosticians; increase pay level to attract personnel and provide incentive for obtaining certification.	44%	28%	21%	37%	43%	31%	37%
2. Require less paper work in the referral process.	2%	4%	7%	1%	2%	7%	3%
3. Give fewer tests per child, especially for B level placement.	2%	1%	2%	0	2%	3%	2%
4. Allow informal or trial placements until diagnostic process is completed.	1%	0	0	1%	1%	0	1%
5. Speed up the process.	19%	30%	14%	27%	21%	14%	21%
6. Other/no answer/don't know, it's too complicated.	12%	23%	49%	17%	16%	28%	20%
7. Diagnostic services are presently adequate.	3%	1%	0	0	2%	4%	2%
8. More communication to and from referring (regular) teachers on case status and disposition; use referring teacher's anecdotal records and informal assessments.	7%	9%	5%	5%	7%	10%	7%
9. Work toward changing State Regulations.	11%	4%	2%	13%	7%	3%	8%

**REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
RESPONSE SUMMARY**

Question #3 - If a Special Education student were integrated into your classroom, how can Special Education personnel best assist you with that child?

	LEVEL			AREA			DISTRICT
	ELEMENTARY	MIDDLE	HIGH	EAST	NORTH	SOUTH	
1. Inform Regular teachers of special needs, characteristics, and background <u>prior</u> to placement.	18%	26%	26%	22%	16%	26%	21%
2. Require frequent checkpoints between Regular and Special Education teachers (notes, meetings, etc.); make educational planning a mutual on-going effort.	20%	10%	16%	14%	19%	18%	17%
3. Provide special materials needed and/or outline special methods to be used.	19%	3%	2%	3%	14%	7%	8%
4. Act as a tutor for the special student in the integrated subjects (help with homework, review for tests, etc.).	2%	13%	9%	4%	7%	5%	6%
5. Make Special Ed. curriculum match the Regular Ed. curriculum so that students will fit in and understand class activities.	1%	1%	2%	3%	0	0	1%
6. PTR is main concern: give weighting to Special Ed. students where integrated, allow exchange of students during integrated period.	4%	23%	5%	4%	3%	6%	4%
7. Special Ed. teachers already work very well with Regular Ed. teachers on integrated students by providing background information and suggested methods, etc.	8%	8%	0	9%	4%	7%	7%
8. A combination of 1-4.	23%	26%	26%	28%	22%	22%	24%
9. Need to work on discipline of Special Ed. students; they must conform to same rules as other students.	2%	3%	2%	2%	2%	2%	2%
10. Other/no response/don't know	12%	8%	12%	13%	14%	5%	11%

**REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
RESPONSE SUMMARY**

Question #4 - How well do you think the Support Team is working in your school? What suggestions can you make for improvement?

	LEVEL			AREA			
	ELEMENTARY	MIDDLE	HIGH	EAST	NORTH	SOUTH	DISTRICT
1. It's working well; no suggestions.	47%	45%	35%	49%	44%	42%	45%
2. Did not know what Support Team is.	43%	36%	44%	44%	42%	36%	41%
3. Involve teachers more; have meetings more frequently and at more convenient times.	2%	4%	5%	0	6%	3%	3%
4. Need better follow-up communications with faculty on specific students discussed.	5%	9%	9%	3%	5%	14%	7%
5. Other	3%	6%	7%	4%	4%	5%	4%

**REGULAR EDUCATION/SPECIAL EDUCATION INTERFACE
RESPONSE SUMMARY**

Question #5 - In general, how can Special Education personnel assist you in providing the best possible education for all students?

	LEVEL			AREA			
	ELEMENTARY	MIDDLE	HIGH	EAST	NORTH	SOUTH	DISTRICT
1. Share ideas, skills, and materials that are effective in Special Education which could also be used to benefit some regular education students. This can be done informally through school staff meetings or more formally through inservice.	14%	17%	16%	14%	16%	16%	15%
2. Provide more background information and status checks on mainstreamed students; provide materials for mainstreamed students.	5%	22%	14%	12%	10%	12%	11%
3. Make adjustments in PTR when mainstreamed students are in a class.	4%	5%	9%	3%	6%	6%	5%
4. Participate as part of total faculty.	4%	4%	5%	5%	3%	5%	4%
5. Act as consultants to Regular education teachers for all students and to the total program at the school.	16%	14%	9%	18%	13%	13%	15%
6. Special Education teachers are great, available to discuss any student's problems, and provide valuable assistance to the Regular Education program.	24%	13%	14%	14%	23%	22%	20%
7. Don't know/no answer.	7%	5%	12%	8%	5%	10%	7%
8. Speed up service delivery; faster diagnosis; faster placement.	14%	3%	7%	10%	15%	6%	10%
9. Other.	11%	18%	14%	17%	13%	10%	13%